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ABSTRACT

In this journal issue six short articles concerning copyright law and practice are teamed with twelve others about cooperative experiences in Illinois libraries. The doctrine of "fair use," which limits the copyright owner's exclusive rights, is the subject of perspectives by an educational media publishing company and a library. The implications of copyright law revision on photocopying practice, the proposed new copyright law, and two bibliographies are discussed in the remaining copyright articles. Case reports of a variety of in- and between-school library programs, a discussion of the Illinois Library and Information Network (ILLINET), a description of a school-community library planned jointly by a school board and public library, plus reports from a media center and a public library constitute the articles illustrating library cooperation. (KB)

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introduction to part I — copyright

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Technological developments allow teacher-librarians to duplicate, transmit, and store both audio and visual materials. With increasing ease, we use these technological aids to make information more accessible to our students, faculty, and other members of the school community. Generally we have been guided by the doctrine of *fair use* which allows legal (free) reproduction of a copyrighted work for teaching, comment, evaluation. . . .

Publishers and producers of texts, films, slides, tapes . . . are taking issue with educators on our claims of nonprofit, noncommercial use. Educators they say are taking advantage of copying devices and are effecting the potential market for copyrighted work.

The issue of copyright is of concern to anyone involved in education today. Congress is currently debating revision of the current 1909 Copyright Law — Senate Report 94 — 473. It is hoped that the following articles & bibliography will provide you with information and help on determining *fair use* in your school. My special thanks to the contributors who were willing to discuss the current problems prior to the decision of Congress.

"fair use" at coronet media

hal kopel
president
coronet media

Would you believe that I have in my files a publication dating all the way back to July 1961, entitled *Copyright Law Revision*, printed for the use of the House Committee on the Judiciary?

It doesn't seem possible that the new copyright law has been in abeyance for all these many years. Yet this publication itself had taken six years to produce. It reports on a series of 34 studies first authorized by Congress in 1955, made by the Copyright Office in analyzing some of the problems which must be considered in the drafting of a new statute.

Now more than 21 years later, we still do not have the new statute. During this time numerous hearings have taken place before Senate and House committees, innumerable lobby and pressure groups have made their concerns known to the legislators, and untold pages have been written about the copyright problem.

All this helps to put into perspective the incredible complexities of copyright in terms of the many kinds of creative materials which should or should not be covered, multiplied by the myriad uses to which all these materials can be put, and multiplied again by the new forms of technology which make it ever easier to reproduce such materials, with or without permission of the copyright owner.

The basis for copyright legislation was set forth by our nation's founders in Article I, Section 8 of the Constitution, which empowers Congress . . .

> . . . To Promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.

Thus the Constitution clearly indicates that the *primary* goal of copyright law is not the protection of authors, but rather to foster the creation and dissemination of intellectual works for the public welfare. The protection of authors is a secondary goal, based on the principle that the primary goal can be reached only through copyright protection which provides authors and publishers with a prospect of remuneration for the investment of the energy and resources necessary to bring their works to the public.

These two goals of copyright are often in conflict. One of the knottiest problems in shaping the new law is to balance the goal of widest possible dissemination of works for the public welfare with the restrictions necessary to encourage their continued production. When the two conflict, at what point should the interests of authors yield to the public welfare?

The present copyright law, enacted in 1909, does not deal with this matter at all. This has led to numerous courtroom cases in which the interests of the copyright owner and the copyright user have been on opposite sides. Over the years, through various court decisions, there has developed a doctrine of *fair use*, and this doctrine is now firmly established as an implied limitation on the exclusive rights of copyright owners. The proposed new law includes a section dealing specifically with *fair use*. The principles set forth are identical with those already established through practice and which, for all practical purposes, are actually in effect at present.

This section sets up four tests as to whether a particular use of a copyrighted work constitutes *fair use* rather than an infringement. These are: first, the purpose and character of the use; second, the nature of the copyrighted work; third, the amount and substantiality of the portion used in relation to the whole; and finally and most important, the effect of this use upon the potential market for or value of the copyrighted work.

These criteria are necessarily very general, since it would be impossible to prescribe precise rules for the infinite variety of copyrighted works and the circumstances under which they are being used. Obviously, they are open to differing interpretations, especially with regard to substantiality and the effect upon the potential market.

In producing our materials at Coronet, we have often been faced with questions of *fair use*. We frequently want to include in our films, filmstrips, audio cassettes, and similar materials quotes from literature, reproductions of pictures, and parts of songs. Would such uses be *fair use* or not?

For example, in producing our filmstrip series *Mark Twain*, we wished to quote from his works, some of which are still under copyright. Would our quotes be "substantial," or not? How would they effect the potential market for Mark Twain's works?

In our filmstrip series *Sights and Sounds of the Seasons*, we wished to include some well-known poems. In *Holiday Fun*, we wanted to include familiar

songs. In *Seeing The Great Lakes States*, we planned to include quotations from Midwest literature.

In all these cases, we decided that we could not ourselves determine whether our proposed uses were *fair use* or not. Obviously it is not a unilateral decision. So we have set up the policy that in every case where we want to use copyrighted materials, no matter how minor the use may seem to us, we contact the copyright owner, explain what we want to do and ask for permission. In some cases, permission is granted without payment of a fee. In others, a fee is required, and we then must evaluate the value of the use to us against the requested fee, and make our decisions accordingly.

What about the other side of the coin — *fair use* of *our* materials by schools and libraries? Obviously, there is just as much leeway for differing interpretations. For example, a general "educational exemption" has been proposed for the law. To educators and to legislators thinking in terms of making the mass media available to classroom use, this exemption may seem quite reasonable. But to use, whose entire market consists of schools and libraries, and is thus very limited, it could be disastrous.

We do want our materials to be used wisely, and in a flexible manner. Librarians, teachers, and students are amazingly ingenious in coming up with many uses for our materials that we had never thought of when we were creating them. We are usually delighted with this and want to encourage it since we believe that in most cases it increases our market rather than harms it. But sometimes a use may hurt potential sales. As the copyright owner, we consider that it is our privilege to decide whether a specific use will help or hurt us.

The best procedure then, is always to contact us in advance for permission to use any portion of our materials in a manner other than that for which they are sold. We will evaluate the use and respond immediately. If the use is one which would not result in reduced sales to us, we will gladly grant permission. If it is one where there is a potential reduction in income, we will propose a moderate license fee. Or if it is a use that would definitely reduce our sales, we would find it necessary to refuse such permission.

Let me give examples of incidents that have occurred in each of the above situations. A school librarian contacted us recently with a request for permission to reproduce several pictures from a Coronet filmstrip for inclusion in a student's term paper. We were pleased to grant this permission, and we provided the student with additional background information regarding the photographs that she wished to use.

As an example of an instance where a moderate licensing fee was charged, another librarian contacted us with a request to reproduce each frame in a filmstrip in slide form, so that it could be used in the Carousel projectors which the library uses in its carrels. Since the library would also be using the original filmstrip, this meant that the library would now have two copies of the same strip instead of one. We felt that it was only fair to charge the library with the cost of purchasing an additional filmstrip, which at that time was $9.

An example of an instance when permission was denied occurred when a librarian wrote us asking for permission to make cassette recordings of the records which she had purchased from us, so that students could use the accompanying filmstrips either with a record player or with a cassette player. Since we sell cassettes for each of our filmstrips, we felt it proper to deny this permission and request the librarian to purchase cassettes if she wished to have them.

Although the copyright law currently before Congress is one of tremendous complexity, the specific considerations of copyright which relate to the materials we provide to schools and libraries are really quite simple. The major reason that the copyright legislation has dragged on for so many years is because of the welter of cross interests which must necessarily be considered, and when every possible instance of copyright must be thought of in advance, this becomes extremely involved. But when the question is narrowed down to school and library use, where all the parties have a mutual interest, the questions can be quite easily resolved.

proposed revision of the copyright law*

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Introduction

In late February 1976, the United States Senate passed Senate Bill 22 (S. 22) as amended by Senate Report 94-473 (S.R. 94-473), by a vote of 97 to 0. The bill represented a near complete revision to Title 17 of the U.S. Code — commonly known as the Copyright Law. At this point the Subcommittee on Courts, Civil Liberties and the Administration of Justice of the House Committee on the Judiciary agreed to consider only S.22 and not House Resolution 2223. The Subcommittee mark-up session began during the week of February 2, 1976. Although this session was scheduled to run for four (4) to eight (8) weeks, it has not been concluded thus far. Following the mark-up session, the bill will be returned to the House Committee on the Judiciary for approval. From there it will go to the Full House for approval and to a Joint Conference Committee for resolution with the Senate version. Estimated date for final action is Fall 1976.

Salient Features of the Bill

(1) The bill would generally become effective as of January 1, 1977 under Section 102 as amended. (S.R. 94-473, p. 37).

(2) Copyright protection would exist for "Original works of authorship . . . " to include . . . "(1) literary works; (2) musical works, including any accompanying words; (3) dramatic works, including any accompanying music; (4) pantomimes and choreographic works; (5) pictorial, graphic, and sculptural works; (6) motion pictures and other audiovisual works; (7) sound recordings." (Section 102a). In their explanation of Section 102 the Senate Committee on the Judiciary pointed out that the phrase "Original works of authorship" was deliberately left broad and undefined since authors are continually finding new means of expression. (S.R. 94-473, p. 50).

(3) Copyright protection does not extend to ideas, plans, procedures, processes, systems, methods of operation, concepts, principles, or discoveries but rather to the work itself. (Section 102b).

(4) Definitions (Section 101)
   (a) Copy is defined to include the item received as part and parcel of a subscription or order.
   (b) In addition to transfer of ownership, the term "publication" also includes "rental, lease, or lending" in its definition.

(5) Copyright protection is not available for works of the United States Government, excepting publications of the National Technical Information Service. (Section 105).

(6) Section 106 gives copyright owners five basic rights (1) reproduction; (2) adaptation; (3) publication; (4) performance; and (5) display. This bundle of rights is reserved exclusively for the owner of the copyright. (S.R. 94-473, p. 57).

(7) "The fair use of a copyrighted work . . . for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright . . . " providing that the following criteria are taken into consideration:
   (a) "The purpose and character of the work, including whether such use is of a commercial nature or for non-profit purposes."
   (b) "The nature of the copyrighted work";
   (c) "The amount and substantiality of the portion used in relation to the copyrighted work as a whole"; and
   (d) "The effect of the use upon the potential market for or value of the copyrighted work."

(Section 107).

One must also consider the nature of the organization to which the infringer belongs —

*U.S. Senate. Committee on the Judiciary Copyright Law Revision (S.R. 94-473) November 20, 1975. (94th Congress, 1st session) All information in this article pertains to released information dated prior to May 25, 1976.

that is, is the organization for profit or not for profit. More latitude is allowed in the case of a not for profit organization. (S.R. 94-473, p. 63). Finally, in consideration of fair use, one must be mindful to copy only "isolated and unrelated" materials, (Section 108g) however the burden of violation of this act rests with the receiving library. (Section 108g2).

(8) Under Section 108 libraries and archives may photocopy provided that:
   (a) "The reproduction or distribution is made without any purpose of direct or indirect commercial advantage."
   (b) "The collections of the library or archives are (i) open to the public, or (ii) available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field." (Section 108a2).
   (c) A notice of copyright is included with the reproduction or distribution. (Section 108a3).

   These criteria must be met in addition to the criteria for fair use mentioned in number seven (7) above.

(9) In addition to the requirements outlined in numbers 7 and 8 above it is also possible to reproduce or distribute if any one of the following criteria are met:
   (a) In the case of an unpublished work, the copy is made ". . . in facsimile form solely for the purposes of preservation and security or for deposit for research use in another library or archives . . ." under the provisions described in number 8 above. (Section 108b). This provision would also apply to a published work if the work were not obtainable at a fair price. (Section 108c).
   (b) If no more than one article or contribution to a copyrighted work is copied or distributed, it is not an infringement if (1) the copy becomes the property of the user and will not be further passed on. It must be private use, and (2) a notice of copyright be prominently displayed on the copy. (Section 108d).
   (c) If the work cannot be obtained at a fair price by the patron a copy or distribution is authorized if (1) the item is for private use, and (2) a notice of copyright is prominently displayed on the copy or distribution. (Section 108e).
   (d) Under Section 109 a library, archives or individual could lend or otherwise dispose of, or transfer ownership of, the copy received through a transfer of ownership from the copyrighted owner. This is subject to the provision that the copyright owner does not specify otherwise as a condition of the transfer of ownership. Violations of this provision would be treated as a breach of contract rather than as an infringement of copyright. (S.R. 94-473, p. 72). Thus a library could lend its original copy only, and only if the terms of the purchase agreement did not state otherwise. In a similar manner an individual who borrowed an item would have no such rights under this provision, including the right to lend the item further.

(10) "Systematic copying, reproduction, or distribution of single or multiple copies is strictly prohibited, providing that this copying, reproduction or distribution does not prohibit libraries from entering into interlibrary arrangements." (Section 108g2). Only isolated and unrelated reproduction or distribution of a single copy is permitted (Section 108g), but the responsibility of violation rests with the receiving library.

(11) Sections 106, 108, and 109 jointly permit copyright owners to license, exclusively or not exclusively, the copying or distribution of materials. This will probably involve a fee of some kind. (S.R. 94-473, p. 70-71).

(12) "Systematic reproduction or distribution occurs when a library makes copies of such materials available to other libraries or groups of users under formal or informal arrangements whose purpose is or effect is to have the reproducing library serve as their source of such material." (S.R. 94-473, p. 70).

(13) Duration of copyright would be extended from the present 28 years to a term of fifty years after the death of the author and would be renewable by the author's next of kin. (Sections 302 and 304). In the case of multiple authorship, the term of the copyright would initially be to include fifty years after the death of the last surviving author. (Section 302).

(14) Statutory damages could be awarded in an amount between $250.00 and $10,000.00 under normal circumstances. (Section 504c1).

(15) The owner of the copyright is required to prove only that a violation has occurred. Thereafter

the individual or organization is considered guilty of infringement and must prove that the copy was made under the fair use or other applicable clause. Each copy is considered to be a separate infraction and must be shown to have been made in fair use. Damages, as described in item 14 above, would be assessed per infraction. (Section 504c2), and may also include court costs and legal fees. (Section 505). The court will remit the damages either in whole or in part in the case of a non-profit organization. (Section 504c2).

(16) Section 507 sets the statute of limitations for commencement of action at three (3) years, and Section 108; provides for a five (5) year review of this act.

(17) Chapter 7 of Title I provides that the Registrar of Copyrights shall provide regulations for the administration of this law. (Section 702).

(18) Chapter 8 of Title I provides for the establishment of a Copyright Royalty Tribunal to oversee adjustment of royalties both as licensing fees and as payment of royalties to authors or publishers. This chapter also provides for judicial review as necessary.

Implications

While much attention has been focused on Section 108g2 and its disasterous implications for libraries, other sections of the bill are potentially damaging to the future of library operations as we know them today.

(1) Under Section 109, if someone purchases a copy lawfully made under Title I (as opposed to someone who buys a "bootleg" copy) then he may lend, sell, or otherwise dispose of this copy as well as display it. However, if the copyright owner leases, rents, or lends, but does not sell his work to someone, the latter has no rights of transfer or ownership and, therefore, cannot lend, lease, rent, or dispose of this item to a third party.

Senate Report 94-473 states an interesting interpretation of this Section. A copyright owner may sell his work on a contractual basis and impose conditions that forbid the buyer any future disposition of the work. If publishers adopt this practice circulation, gift and exchange programs, and interlibrary cooperation could be greatly affected. Of course, if a library violated the terms of the contract, the institution would only be liable for breach of contract. But "a rose by any other name. . . ."

(2) The copyright owner only has to prove that an infringement has taken place. This puts the burden on the library and in the case of interlibrary loan, on the receiving library.

(3) Libraries may photocopy one article or other contribution to a copyrighted collection or periodical issue (Section 108d). This apparently would fall under the category of "isolated, unrelated reproduction of a copyrighted material." Libraries may also interlibrary loan articles from journals they don't own as long as the amount requested does not in its sum substitute for a journal subscription.

Therefore, we could assume that a library could photocopy one article per issue but to what limit before it becomes photocopying to substitute for the original? This ties in with the number of times a library could request a journal on interlibrary loan before it violates section 108g2. Most likely, a standard number of times a journal issue may be photocopied, before a subscription must be entered, will be decided by the courts, but will this number apply to backfile requests involving a journal to which a library has only recently entered a subscription? Or would the library have to request the back issue from the publisher or backfile dealer? How much delay would be involved as a result?

(4) Cooperative Acquisitions would be strictly forbidden.

(5) Licensing fees will become commonplace for institutions.

(6) The lack of specific definition of such terms as "systematic," "fair use," and "fair price" within the bill itself make interpretation outside the courtroom impossible, since no appropriate guidelines can be established that will not end up in court.

Conclusions

It remains impossible to completely interpret the law at this time. First, the bill has not been passed by the House, nor has it been reconciled with the Senate version. Secondly, some sections are too vague and will doubtless be open to judicial interpretation. Thirdly, data is still being submitted to the House Subcommittee on Courts, Civil Liberties, and the Administration of Justice. Finally, the Report of the House Subcommittee and the Guidelines of the Copyright Office have not been writ-

ten. All of these will have a direct bearing on the interpretation by the Courts and by libraries.

While we are waiting for the information to become available, all sides will continue to express concern. The author is concerned that his ability to remain free of government subsidy is threatened by instantaneous photocopying. He wishes to continue to benefit society and make a living at the same time. Publishers feel that they should enjoy similar protection so that they can continue to act as the interface between the authors and the users. But is creating a work the same as reproducing it? What is a publisher, anyway? Someone who pays or is the printer and the deliveryman. Publishers claim the potential of photocopying damages their income. But since they can rely on advertising, subscription income, and, in some instances, author's fees, how much are they losing? Whom does the proposed law protect? What is at stake? The future of art or the future of the publishing industry?

Naturally the issue is an economic one for both groups — authors and publishers. On the other hand, the concern of librarians in this issue is one of access to information. The lack of incumbrances on that access contributes to progress. This nation has long recognized and supported public education, libraries, and access to information. In some way, therefore the proposed law represents a step backward. While librarians respect the rights and needs of authors and publishers so that the arts, sciences, and private enterprise may flourish, they also recognize that there exists a point when one person's rights may well infringe upon another's rights.

the fair use provision of the copyright bill

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When librarians discuss the copyright bill, they usually concentrate on the photocopying section. This is a matter of great concern to librarians; the efforts of ALA representatives and individual librarians to protect and expand this exemption is critical to the profession. This concentration on the photocopying section may have caused some librarians to overlook Section 107 of the copyright bill, the fair use exemption.

Fair use was developed by the courts to moderate the author's exclusive right to control the duplication of his or her copyrighted works. In its simplest form, fair use permits a small amount of copying of copyrighted materials without the author's permission, as long as the author is not injured by this copying. The photocopying exemption is, in fact, a specialized form of fair use. There is a considerable difference, though, in the way they are regulated by the copyright bill. The photocopying section offers precise conditions under which copies may be made. The fair use section of the bill offers very broad criteria for determining fair use. The fair use provision is important to librarians since it may permit certain types or amounts of copying not permitted under the photocopying section. The copyright bill states that fair use copying is permitted "for purposes such as criticism, comment, news reporting, teaching, scholarship, or research. . . ."[1] The four criteria for fair use copying are:

"(1) The purpose and character of the use;
(2) The nature of the copyrighted work;
(3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
(4) The effect of the use upon the potential market for or value of the copyrighted work."[2]

These criteria are rather vague. Fortunately, the committee report accompanying the bill offers a more detailed explanation of the criteria.[3]

1. The purpose and character of the use:
   a. Nonprofit users are given greater latitude in applying fair use than for-profit users.
   b. Students enjoy very broad latitude in copying materials for term projects, reports, etc.
   c. One may not combine materials made under fair use into an anthology or collection.
2. The nature of the copyrighted work:
   a. One may not copy substantial parts of ma-

Copyright, 1976, Jerome K. Miller. Additional copies may be made for nonprofit purposes. All other rights reserved.

1. U.S. Senate. 93rd Congress, 2d Session. "A Bill For the General Revision of S. Copyright Law, Title 17 of the United States Code, and for Other purposes." p. 9.
2. *Ibid.*
3. U.S. Senate. 93rd Congress, 2d Session. Committee on the Judiciary. "Copyright Law Revision . . . Report, Together with Additional and Minority Views. . . ." pp. 115-120. The division of this material into lettered subdivisions was supplied by the author and does not appear in the committee report.

terials designed for public performance or exhibit, such as films, sheet music, plays, etc.

3. The amount and substantiality of the work copied:
   a. Copying is generally limited to a single copy of a portion of a work, except that
   b. "Separately cognizable" or "self-contained" portions of a larger work (e.g., poems in an anthology, articles in a magazine, photographs in a collection) may be copied in their entirety.
   c. Multiple copies may be made of small portions of a work, so long as the same materials are not copied repeatedly or are not retained for continued use.
4. The effect of the use on the potential market for or value of the work:
   a. Works which are out-of-print may be copied rather freely.
   b. Very limited copying may be made from works available through normal trade sources.
   c. Consumable materials, such as worksheets, standardized tests, and the like, may not be copied.

The following are examples of the application of these criteria to library situations:

Patron A wants five copies of a two page article from *Time* to distribute to a Kiwanis Club committee meeting.

Answer: This exceeds the single copy limitation of the photocopying section of the copyright bill. Two pages are a small part of an issue, so this may be fair use under the criteria in 3c, as long as it is an isolated case.

Patron B, an amateur photographer, wants to make copies of illustrations from a book to incorporate in a slide show. These copies will represent a small part of the slide show and will only be used for the entertainment of the photographer and her friends.

Answer: The fact that the pictures represent a small part of her slide program seems to absolve her from the "anthology" problem mentioned in Ic, above. The important question is the manner in which the pictures are protected by copyright. If a picture is separately copyrighted, it may not be copied in its entirety without the permission of the publisher, as mentioned in 4b, above. It is possible that copies of the picture may be purchased from trade sources. If a number of pictures are protected by a single copyright, a small portion may be copied under the provisions of 3b, above.

Patron C, a teacher, makes photocopies of single poems from several anthologies and gathers them into a booklet. The booklet is placed on reserve for student use.

Answer: Photocopying a single poem from an anthology is acceptable under the fair use and photocopying sections of the copyright bill. Combining these copies into an anthology is clearly prohibited by the terms of the fair, as noted in Ic, above.

Patron D wishes to videotape a CBS television documentary program for reshowing at a discussion club meeting.

Answer: This is the most controversial aspect of the fair use provision of the copyright bill. Strong arguments are raised that videotaping programs off-the-air is permissible as long as it is done to reschedule the program for classroom, church, or club showings. The authorities who favor this view insist that the program must be (1) reshown within a week of the original broadcast, and (2) erased after the showing. Many industry spokespersons and some authorities outside of industry regard this as an infringement because (1) very little copying may be made from "performance" materials, as mentioned in 2a, and (2) it is not permissible to copy a work in its entirety unless it is out-of-print. It is difficult to determine whether these programs are truly out-of-print. They cannot be purchased or borrowed at the moment they are needed, but the program may be rebroadcast in the near future. Almost all television documentary programs are available for rental or purchase in 16mm format six months to a year after the original broadcast. The authorities are in agreement that the practice of videotaping programs off-the-air and retaining the tapes indefinitely is an infringement. Industry sources indicate that law suits may be brought in the near future for this type of infringement.

Patron E, a student, is preparing a slide-tape program as a class report. He wants to photograph illustrations from a number of books and make tape recordings from several records.

Answer: Considerable latitude is given to copying by students for school use, as mentioned in 1b above. This copying is probably fair use, as long as the copies remain the student's property and they do not become a part of a library or teaching collection and are not publicly displayed by a television station, art gallery, etc.

Patron F, a psychologist, wants to make photocopies of an aptitude test.

Answer: If the test was designed for single-use and is available through normal trade sources, it is

an infringement to make a single copy. This type of copying denies the publisher a legitimate sale and is prohibited in item 4c, above.

The fair use exemption in the copyright bill is frequently tagged as the "education exemption." The representatives of the educational associations have lobbied actively to protect and expand this provision in the bill. The fact that it has been the special interest of educators does not preclude librarians from using it. It goes hand-in-hand with the photocopying exemption.

copying devices and copyright

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People who deal with intellectual products are very concerned about copyright. Why has this happened? Quite properly it has happened because of the so-called "new technology" defined for the purposes of this article to mean "copying devices." Although photocopying machines have been a part of our society for several years, it is nevertheless true that photocopying becomes easier and less costly as the machinery is perfected. Now still another technological development has occurred which enables an individual to copy films and videotapes without the necessity of processing the material through a laboratory. The videotape recorders so easily available today in the marketplace have been perfected enough to make this process available to practically anyone desiring it.

What does the law tell us we can and can't do with these marvelous copying devices? Well, if you were to read the present copyright statute, you might reach the conclusion that it doesn't tell you enough, and I think that most copyright law experts would agree. This, then fans the fire of controversy and makes it necessary for everyone concerned with this issue to be aware of the problems created by the new technology as well as the opportunities presented by this technology.

Perhaps it would be well to examine the present 1909 law, at least in a simplistic fashion in order to create some basis for discussion. Before doing that it would be useful to discuss the basis for copyright law. Although copyright was not unique in democratic societies prior to the founding of the United States and the writing of its constitution, it nevertheless became necessary for the founding fathers to deal with the issue. In Article I, Section 8 of our Constitution it is provided that the Congress shall have the power "*to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.*" In other words, the authors of the Constitution felt that the public would benefit by protecting intellectual works for limited periods of time. How does the public benefit by this? Simply put, copyright provides the incentive for authors, publishers, and producers to devote time, energy, and money to the development of intellectual materials. It assures them that their work (provided it is original and is capable of being copyrighted) will be legally theirs and theirs alone to do with it as they see fit for a limited period of time after which it becomes the property of the public, otherwise known as public domain.

Educators perhaps, are more vehement in their opposition to this theory than most other users of intellectual materials. Many educators feel that intellectual materials should be made more available to them because it is only the children in the classrooms they are trying to reach and many acts on their part which might be illegal ought to be justified on the theory that it helps the classroom teacher do his or her job better.

But can we justify breaking laws, any laws, for some so-called "higher purpose"? Are we justified in breaking a law just a little bit in order to serve the ends properly? These are all questions which one has to come to grips with when studying the subject of copyright. Like so many other bodies of law in our society, all of the answers are not provided in the wording of the statutes themselves. And yet I would be among the first to agree that we do need some guidance but I think that the present law does provide that guidance. Let's examine it briefly.

What are the sole rights of the copyright proprietor? First and foremost, the copyright proprietor has the sole right to make copies of the work, has the sole right to prepare derivative works from the original work, has the sole right to vend the work and in most instances has the sole right to perform the work. There are some notable

exceptions relative to the area of performances and it is doubtful we can adequately discuss that issue in this article. We should, instead, focus our attention on the first two rights enumerated. The sole right to produce copies will be examined first. As the course of legal history developed in the area of copyright, many courts saw the need to provide some exceptions in the law relative to copying. Thus the courts have concluded over the years that some uses should be defined as "fair uses" and have sorted out a definition which, when passed, will become part of our new copyright law. At the moment, the concept of fair use is based upon Judicial doctrine.

There are four parts of the fair use definition that tend to describe what use is a fair use. In order to qualify for this defense to an allegation of infringement, one must be able to prove to the satisfaction of a court that a particular use was made for the purpose of criticism, comment, news reporting, teaching, scholarship, or research. Any one of those would satisfy the first point of fair use which is *the purpose and character of the use.* The second portion of the definition of fair use is to take into consideration *the nature of the copyrighted work.* For example, in performing any copying, one must consider the difference between a 500 page textbook and a 15 minute sound motion picture film. One must consider the difference between journals containing many individual articles and a novel. One could illustrate this point endlessly. The third point of fair use is that one must take into consideration *the amount and substantiality of the portion used in relation to the copyrighted work as a whole.* This is the so-called quantitative test which is often the only portion of the fair use doctrine that anyone concerns themselves with. The fourth aspect of fair use is that one must examine what *the effect the use has on the potential market for or value of the copyrighted work.* Fair use can seldom, if ever, be used as a defense to a copyright infringement action in those instances where the copying of an entire work was accomplished. Likewise, the making of multiple copies can only rarely be justified. Especially important for teachers, media people, and librarians as well as school administrators is to distinguish between sporadic and occasional copying of a portion of a work as opposed to regular, systematic and routine copying.

It must be pointed out in any discussion of this sort that there is no exception for not-for-profit copying written into the present law or in the proposed legislation. It is difficult to determine where this myth first appeared, but the simple truth is that it does not exist. Over the years I have spoken personally with a number of educators who I consider to be sensible and intelligent people who have told me that some leeway in the new law ought to be provided to allow a not-for-profit exemption. I am astounded by this suggestion. Invariably these people fail to take into account that a sizable portion of the media production industry and the textbook industry develops materials *solely* for teaching purposes. It is ludicrous to suggest that these materials should be subject to any exemption relative to copyright unless we are prepared to conclude that the educational media industry and the textbook industry are dispensable.

I suggest that we are partners with educators and unless we have a marketplace for our products we will have to either seek other markets for our materials or discontinue this specialty. No one wants that development, at least not when confronted with the obvious options.

In addition to the sole right to copy, as stated above the copyright proprietor has the sole right to prepare derivative works based upon the original work. This simply means that the copyright proprietor has the sole right to revise the work, to prepare abridgments of the work or to prepare other derivations of the original work. This is a most important right, especially in the area of educational materials because often these materials reflect the work of an expert in his or her field. I'm sure that you, the reader, can readily see the harm one can do to a work if you were able to take a particular work and cut certain portions of it out, add certain portions of your own and the like. Not only would the reputation of the original author be damaged, but in many cases the new resulting product might be a misstatement of the truth. That is not to say that authors and producers always refuse to let a work be adapted for educational purposes but to do it without permission is dangerous because the copyright proprietor would not have any voice in how the derivative work is constructed.

How does one determine that a work is copyrighted? First, almost without exception all published works must contain a legal notice of copyright which means that the word copyright or the symbol © must appear together with the year of first publication and the name of the copyright proprietor. This notice in the case of printed works must appear on or near the title page and in the case of audiovisual works must appear with the principal titles. In some instances the main titles may be at the end of the film. Present copyright laws permit copyright to last for a total of 56 years although in order to avail oneself of the full term, a renewal certificate must be obtained in the 28th year following publication. If this does not occur the work goes into the public domain. The only certain way of determining whether a copyright has been renewed is to write to the Copyright Office and ask them to perform a copyright search. They will do so for a very nominal fee.

However, as in the case of many laws, this one too,

has its exception. Since 1962 the Congress of the United States, because it has been considering the revision of the copyright laws which would contain a provision for longer term of copyright than presently exists, has seen fit to extend the term of copyright for those works in their 56th year. Therefore, in 1976 one must add 14 years to 56 making a total of 70 years for determining whether a work has gone into the public domain.

The proposed revision of the copyright law is now before the Congress. The Senate passed its version of the revision bill earlier this year known as S. 22. The House subcommittee charged with the responsibility of recommending to the House Judiciary Committee their version of the bill is still in mark-up and at the time this article is being written, that effort has not been completed. Assuming that the House version and the Senate version will differ, there will be the necessity for a conference between the two bodies in order to prepare a bill for presidential signature. All of this must occur prior to the end of this present Congress. If it does not, the consideration of the revision bill must begin again in both the Senate and the House. With all these facts, it is premature to discuss the revision bill simply because it may undergo additional changes before passage. Nevertheless, the revision bill will undoubtedly contain some accommodations to the needs of educators at the same time it protects the interests of copyright proprietors. How the accommodations will be made should be left to a future discussion once the bill is enacted into law.

A final aspect to this discussion needs to be centered around present-day accommodations which copyright proprietors are making to the needs of educators. Thus far this article has addressed itself to the rights of copyright proprietors but has not discussed ways in which copyright proprietors have been working with educators to accommodate the needs of both parties.

The principal manner of accommodation is in the area of licenses given to the educational community to perform certain uses which would otherwise be illegal under present copyright laws. These licenses (or contracts) in some instances permit copying in return for the payment of an appropriate license fee, in some instances may allow the televising of audiovisual works and in other instances allow the preparation of derivative works. These licenses are not being accomplished on an industry-wide basis which present-day antitrust laws do not permit. Rather, individual companies in both the media industry and the textbook industry have developed their own licensing policies to enable them to accommodate the needs of educators. This is a very healthy development and one which will obviously become perfected as time goes on.

A rational consideration of the issues raised here inevitably leads to the conclusion that there are really not two "sides," but rather everyone in the educational industry ultimately seeking similar results: better education for the school children of our nation and it is incumbent upon all of us in this industry to accommodate our mutual interests to accomplish that goal.

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introduction to part II — cooperation

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Have you ever asked your students "What do you think I do in the library?" The answer to that can be devastating! Particularly if the return response is "Why you stamp out materials," or "You keep us quiet," or "Gee, I don't know. Why did you quit teaching to be a librarian?" It's even worse if this is the response you receive from fellow teachers, or your administrator.

The following articles are from librarians who have developed programs which act jointly with their faculty and student body for best use of their centers. These people may well do the clerical jobs that the patron "sees" and therefore believes is the responsibility of the library staff. But they also are performing the tasks only other librarians know are the backbone of the center — *Acquisition*: sending catalogs to faculty for material requests, asking students for items they would like to see in the center. *Budgeting*: trying to balance requests and needs with limited funds. *Cataloging and classifying*: Second guessing subject headings that students and faculty may use in seeking materials. Storing materials so they are accessible and yet do not "walk" out the door!

Circulation: Getting new materials out as quickly as possible. Checking assignments with faculty so that the first two students in the center don't get all the assigned materials. Trying to get materials back so other students and faculty can use them. *Programming*: Planning with faculty for class needs. Providing both formal and informal classes to supplement classroom instruction. Maintaining positive relationships with the school community to provide better library planning and evaluation of the program. *Maintenance*: Equipment, non-print materials and print materials must be kept in working/usable condition. *Staff*: Train volunteers, clerks, student helpers, and new librarians. Keep them working together at an even keel. The list goes on and on. But the key word for the library center is COOPERATION. Without the coordinating efforts of the faculty, the library staff, the administration, the library could not function.

school library cooperation in the illinois library and information network (illinet)

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The Illinois Library and Information Network (ILLINET) is composed of local public, academic, special, and school libraries, 18 library systems, 4 reference and research centers, and 3 special resource centers.

The Library Systems Act of 1965 provided for "The establishment and development of a network of public library systems. . . . " (Approved August 17, 1965. L. 1965, Page 3077). This network of systems concerned itself primarily with public libraries by cooperatively enriching the resources and strengthening the services of the local public libraries involved. Networking started with the public libraries as they represented the broadest based area of library service in Illinois at that time. In 1972 the Illinois State Library and a few library systems started working toward the expansion of the public library systems to become multitype library systems by expanding participation in the statewide network to other types of libraries in addition to public libraries. The State Library requested that the eighteen library systems provide interlibrary loan service and access to the resources of ILLINET for academic libraries beginning in January 1973. Then, in late 1973 this same request was made for special libraries. Based on the success of the public library systems and the involvement of the academic and special libraries as affiliate members of the systems, in January 1975 the systems were requested to provide interlibrary loan, information service and access to ILLINET resources for school libraries (public, private and parochial) by offering them affiliate membership.

One of the essentials of library systems in Illinois is the composition of the systems as an association of autonomous local libraries working together "for the improvement of the service to their own patrons through improvement in service to the entire region, to develop library resources and services available through every community in the region which would be on the scope of any individual community." (North Suburban Library System, *Plan Of Service.*) The systems are based on local responsibility for the provision and support of basic services with supplementary support to the local library being provided through and by the library system.

As the expansion of ILLINET to other than public libraries was progressing, the Illinois State Library in an attempt to achieve one of its goals of ". . . the assured provision of excellent library service for all of the residents of the state . . ." and ". . . the promotion and development of cooperative library networks operating regionally or statewide to provide effective coordination of library resources of public, academic, school, and special libraries," (Meeting the Challenge: Illinois State Library's Long-Range Program for Library Development in Illinois 1974-1979, 101.0, page 697 of *Illinois Libraries*, November 1974), decided that the next step to assist the systems in implementing further the idea of networking expansion in interlibrary cooperation was to design a program which would make Library Services and Construction Act funds available for an interlibrary cooperation staff person within each system. It was the purpose of this program to provide an experienced librarian/consultant who would be responsible for coordinating and supporting the Interlibrary Cooperation Project of the system with the academic, public, school, and special libraries within the system service area.

With the availability of the LSCA funding for the Interlibrary Cooperation Project, the eighteen Illinois library systems were provided an opportunity to submit a proposal that was designed to provide an additional staff position at the local system level to improve programs of interlibrary cooperation which existed at the time of the inception of the project or to help the system in developing such a program. Some systems already had assigned staff members to work with the nonpublic libraries in their involvement with the system. Two systems, the Illinois Valley Library System and the Suburban Library System, each had a full time staff member working in the multitype library cooperation program.

With 17 of the 18 systems participating in the project (one system is not presently participating and 14 of the 18 have hired consultants/librarians) a major impetus was given to the development of multitype library systems in Illinois. Due to the large numbers of school districts and school libraries within the state, the school affiliate program received a major forward thrust with the creation, funding, and hiring of these cooperation project librarians/consultants. Even though some systems had previously made contact with the school libraries/media centers located within their service area and were, in fact, offering to different degrees interlibrary loan and reference service to those libraries/media centers, a

more formalized program was started with the approval and funding of this project. Programs which had received different levels of attention now have a full time system staff member devoted to working with the expansion of the system to become multitype and the expansion of the entire network. For as we know, "cooperation has always existed in some form or other, but has largely been dependent on the interest and good will of individuals with the respective libraries. Therefore, cooperation exists as long as the individuals referred to are in command. Often when these individuals leave, the programs of cooperation fall apart. What is needed, therefore is (a) a more formal agreement to work the cooperative program; and (b) monitoring and evaluation of these, so that their results or failures, life or death, depend on their values to the person served and not on individual personalities in charge." (Northern Illinois Library System, *Interlibrary Cooperation Project Grant Proposal.*)

At the same time that the Interlibrary Cooperation Project was providing a new impetus for the affiliation of school libraries/media centers and the schools were eligible for affiliate status with the system, the School Library Advisory Committee to the Illinois State Library was formed to advise the State Library "concerning the school libraries' relationship to the Illinois Library and Information Network; to make recommendations concerning proposed changes for improvement; and to examine potential areas for cooperation between the Illinois Library Systems, public libraries, and school libraries." (*Purpose of the School Library Advisory Committee to the Illinois State Library statements*, January 1975.)

It is difficult, and perhaps not even desirable, to attempt to separate the affiliate program for school libraries/media centers from that of the affiliate programs for academic and special libraries. However, since this is the largest group of nonpublic libraries to affiliate with the system and it presents the greatest challenge as well as the greatest potential, it seems wise to explore some of the possibilities and problems which are seen at this time in expanding ILLINET to include school libraries/media centers. A general overview of the Illinois Library and Information Network and the affiliate program, in particular, was provided in the June 1975 issue of *Illinois Libraries*, Volume 57, No. 6. In this issue a brief introduction was provided to the affiliate program for schools in a section entitled "School Libraries and ILLINET." Hopefully, this article will provide an update to the June issue as well as document concerns which have been voiced by individuals from systems and school libraries/media centers. The information contained in this review is based on the deliberations of the Illinois State Library School Library Advisory Committee, discussions of system directors and staff, media specialists, public librarians, concerns contained in the Interlibrary Cooperation Project proposals and the reports of the consultants working with these projects in the various systems.

Systems Concerns

Following are some of the concerns that have been voiced by systems, librarians, and school librarians and school administrators. Obviously, not all of these concerns are shared by the entire community and it should be noted that the concerns expressed are an attempt to give a composite view of the areas which should be discussed by all participants to a much greater extent in order that programs and services can be developed to overcome many, if not all, of these problems. We are in a relatively early stage in the affiliate program for school libraries/media centers in Illinois. For a while it was possible for systems to offer affiliate status — as of January 1, 1975 many of the systems have not done so — for it is up to each individual system to ascertain the best time for implementing this particular affiliate program. As noted before, some systems have not yet hired the interlibrary cooperation project librarian and are awaiting the hiring of this individual. Others have the project librarian but are working with the school librarian and member librarians to ascertain the best means through which this affiliate program may be undertaken. All systems are in some stage of discussion with the school library libraries/media centers in their service area. The Chicago Public Library actively serves many of the schools within the city of Chicago through the branches of the system. As an experiment in public school/public library cooperation, one branch of the library is located within a school building and serves the dual role of the school library and a community branch library.

At the present time 218 individual schools or school districts have signed Memorandum of Agreement with a library system and the Illinois State Library. Since many of these agreements represent a total school district there are more individual school libraries/media centers affiliated than this number represents. A few library systems have not yet made provisions for the affiliation of school libraries at the system level and, subsequently, this figure represents the very initial stage of affiliation of school libraries/media centers in Illinois.

There are certain barriers which do exist which can serve to inhibit cooperation. The following list are the major barriers which need to be, and can be, overcome

in order to further the growth of multitype library systems in Illinois, particularly if they concern themselves with school libraries/media centers:

Barriers to cooperation:

—There is some lack of understanding of the total concept of interlibrary cooperation including the failure of individuals concerned to understand the coming concept of multitype library networks.

—At times there is a limited willingness to share materials among some libraries.

—There seems to be a general lack of understanding of what is meant by cooperation in Illinois.

—There are insufficient funds in every library sector which is prohibiting cooperation.

—The lack of sufficient money makes it impossible to take advantage of machines and technology that would facilitate cooperation.

—There is a general fear of cooperation by some patrons, librarians, and governance boards who feel that service will be diluted to the primary clientele as a result of cooperation.

—There is a fear of losing local autonomy.

—There is a fear, or at least a certain unwillingness among some to try innovative ideas.

—At times there is a lack of interest because the need for cooperative multitype efforts have not been adequately demonstrated or defined.

—Some potential affiliate libraries have a certain amount of self-satisfaction with the status quo.

—At times the general service attitude, or lack thereof, of librarians, clientele, and governing boards limits cooperation potential.

—Different governance structures of the various types of libraries present problems for networking.

—The relationship of the school libraries/media centers to the Illinois Office Of Education and the Illinois State Library may cause concern.

—The existence of different standards for different types of libraries may present a barrier.

—Ineffective leadership in cooperating libraries may be a cause of problems.

—The present level of staffing in many libraries inhibit participation in cooperative endeavors.

—There have been inadequacies in long-range planning efforts at both the local and state levels.

—The entire legal foundation of ILLINET, including all of its components, and the present structure for cooperation might serve as a barrier in that there is a certain lack of clarity in the present law.

—The governance structure which can or should be specified in law may prove to be a barrier.

—Inadequately trained librarians and staff do not always understand the advantages of cooperation.

—The lack of mutual understanding by librarians of other types of libraries and librarians.

—The fear of reducing services to public library members while expanding services to nonpublic libraries.

—There is inadequate knowledge of resources available for cooperation through the lack of sufficient and regular means of communication and interchange between different libraries.

—There is a need for librarians to develop a more comprehensive view of how their library can "fit into" the larger cooperative networking scene.

—There may be a problem with the organizational structure of school libraries meshing with that of the systems.

—There is a multiplicity of governing bodies, as well as a certain lack of expertise at the administrative level in dealing with cooperative activities.

—There is a lack of understanding by the public and system of the role and responsibility of the school libraries/media centers as part of the educational process.

—There is a lack of understanding of the role and responsibility of the system at the school library/media center level.

—There is an inadequate knowledge of the resources held by each participant.

—There is inadequate information available on a statewide basis about the adequacy of school library/media programs.

These are a few of the barriers which exist which must be overcome to allow for effective, efficient affiliation of school libraries/media centers in the Illinois Library and Information Network. While these barriers exist, many systems and many school librarians have decided that the best way to overcome these barriers is by affiliating and working out the problems as affiliate members of the system and as a participant in ILLINET. Other systems feel that careful planning and guidelines must be developed before offering affiliate membership to schools within their service area, even though guidelines exist on a statewide basis.

Systems are attempting to design means by which common discussions may be held between public librarians and affiliate, in order that there is a unified approach by all librarians within the system service area to meet the information needs of the user, regardless of the users library affiliation. Systems are attempting to provide mechanisms within the system so that each librarian can use their particular area of expertise in aiding other librarians of other types in the system

service area. Others are attempting to develop models for cooperatively designed reciprocal interlibrary loan of non-print software between the system, participating school libraries/media centers and/or other participating libraries. Still others have expanded this idea and are attempting to design a project for the networking of and for the cooperation of film libraries of all types within the system service area. Programs are underway to identify the resources, both print and non-print, available in all of the participating libraries and to begin to design means of accessing those resources for the benefit of all users at the local level.

Systems have started to redesign advisory committee structures and have attempted to allow for input at all levels of the system structure by participating libraries. Systems have started by contacting Educational Service Region (ESR) superintendents, local administrators, and school librarians to explain the affiliate program. Interlibrary cooperation project consultants have started going to public libraries and asking them to arrange meetings with school librarians and administrators at the local level. Mailing lists and communication routes are being established in order to aid the flow of information in the state to this particular group of affiliate libraries. In at least one system a public library joined the system due to pressures from school librarians in the area. In another system the initial thrust was toward school libraries particularly in unserved areas. There are discussions occuring about school librarians opening school libraries to adults as reading rooms and making resources available to the entire community. Much of the initial phase of the project has been devoted to information contacts and explaining what is available and is not available to school libraries as participants in the network.

With the involvement of seventeen of the Illinois library systems with Interlibrary Cooperation Project and the formation of the Illinois State Library School Library Advisory Committee, new impetus has been given to the development of multitype library systems in Illinois. Barriers which may inhibit cooperation have been identified and must be overcome to allow for the effective, efficient affiliation of school libraries/media centers into ILLINET. While these barriers exist, many systems and many school librarians have decided that the best way to overcome these barriers is by affiliating and solving these problems as affiliate members within the various systems and as a participant in ILLINET. We are still in the initial stage of expanding ILLINET to include school library/ media centers, however, it is obvious that service has improved to some extent to partrons whose centers are participating as affiliate libraries and at least an increased awareness and channels of communication about cooperation and multitype library systems have been started for those non-affiliated school libraries. This is just the beginning of the next phase of library development in Illinois toward cooperation and multitype library systems.

library cooperation

margery c. petty
wheeling high school
district 214

The phrase "library cooperation" generally connotes the ordinary, day-to-day, sharing of materials and services between libraries necessary to satisfy the needs of the individual library patron. However, "library cooperation," in rare instances, assumes a meaning of greater significance, i.e., the term intimates far more than the everyday interlibrary flow of books and magazines. The following example may prove illustrative.

On the evening of Saturday, June 8, 1974, a fire was discovered in the library of Wheeling High School. Although the fire was detected early, its effect upon the library was catastrophic. The heat generated was so intense that a hall clock literally melted. The entire collection of 22,000 books was lost. The books not incinerated outright were rendered unusable either by the smoke or the water used in extinguishing the blaze. In addition to the books, the periodical and pamphlet collections were similarly damaged. The nonbook materials and the shelflist kept in an inner workroom in the interior of the library, while heavily smoke damaged, were intact and salvageable. All the audiovisual equipment, kept in an adjacent room, was smoke damaged.

In short, every aspect of the library was in some part affected.

The work of rebuilding commenced immediately. With arrival of the insurance company representative, an assessment of the damages resulted in an allocation per volume as the replacement figure upon which the duplication and replacement of lost materials was based. Apart from the fact that no one was injured in the fire, the only good aspect of the fire was the time of year in which it occurred, the end of the school year. Such being the case, reconstruction of the library was able to continue through the summer and enabled the staff to provide the fall students with limited library resources.

Utilizing the shelflist recovered from the fire, orders for duplicates of titles still in print were immediately placed through a large jobber in an effort to replace the basic reference works as rapidly as possible. The staff received an immediate response from the jobber and throughout the months of rebuilding the jobber continued to work closely with the library staff in their task. During the time these orders were being assembled, a team of District 214 library staff members organized a cataloging and processing center at the high school. The system proved to be efficient, and the books were on the shelves soon after they were unpacked. This process continued until the staff had moved back into the library.

During this same period, orders were placed with other publishers and jobbers for the new titles needed to replace out-of-print materials. These new orders were shipped directly to the Technical Processing Center maintained by District 214 for the cataloging of all new materials new to the district libraries and resource centers. The Wheeling materials were given priority for a time, and soon, these too began arriving at the high school ready to be shelved.

By the time the school opened in September, the library had acquired enough books and reference materials to establish two mini-libraries in the English and Science wings of the school building. The aim was to

Wheeling High School.

place the books most likely to be needed for assignments in areas most accessible to the student. Needless to say, the library itself was still unusable, and it was not until January 1975 that the library was reopened for student use. Up until the time the library reopened, the staff was faced with a dilemma: two small collections of materials are not adequate for a student population of 2,000. To surmount this difficulty, the library staff solicited the aid and cooperation of nearby libraries.

The first requests, logically enough, were made to the seven other libraries in the school district. The response from each school was unhesitating: Wheeling would be able to borrow, upon request, any materials needed, unless those materials were currently checked out. The location of specific titles in other schools was facilitated by the union catalog which the District's Technical Processing Center maintains. Two of the school libraries, contiguous to Wheeling, were able to be even more obliging. The libraries of Buffalo Grove and John Hersey High Schools observed special hours in which Wheeling students might use and/or borrow their materials.

The public libraries in the area, the Arlington Heights Public Library, in Arlington Heights, and the Indian Trails Public Library, in Wheeling, willingly came to the library's aid. Due to its location, the Indian Trails Library bore the brunt of the load created by the Wheeling students' search for information. The efforts of the Indian Trails staff could not have been more helpful. The Prospect Heights Public Library likewise was exceedingly helpful.

Our plea to Harper Community College was greeted with the same spirit of cooperation. The students were permitted to make use of materials as needed. The Wheeling staff was offered books weeded from the Harper shelves as a way of fleshing our the Wheeling collection until the library was rebuilt. For a few students without transportation, the Harper staff provided copies of periodical articles through the mail.

It may now be obvious that the extraordinary spirit of "library cooperation," mentioned at the outset, exhibited by so many individuals and groups made an untenable situation bearable. The immediate outpouring of sympathy and assistance from students, teachers, community members, librarians, and civic groups was invaluable as a morale booster. Student and adult volunteers, some of whom continue to volunteer their time, performed countless dirty, thankless jobs cleaning smoke damaged materials, taking inventory of fire damaged articles, locating and delivering books and periodicals from their own libraries and the libraries of friends, etc. The Wheeling High School 1974 graduating class gave, as their class gift to the school, a donation of money to aid in the reconstruction of the library. The District 214 Teacher's Association donated money to replenish not only the library shelves but the Teacher's Professional Collection as well. Civic groups made monetary donations for microfilms, books, and the works of art which so enhance the new library's atmosphere. In short, nearly everyone in the community, in some fashion or another, proved to be Good Samaritans.

Today, nearly two years after the fire, the library staff has yet to replace approximately 3,000 books of the 22,000 lost. However, the periodical collection is up-to-date, the pamphlets are being restored, the new listening system has been installed, and the library is conducting business as usual. Without that spirit of extraordinary "library cooperation," outlined at the outset, the achievements made in recovering from the fire would not have been realized.

the wendell smith library: a cooperative venture in chicago

gloria middleton and *jerry nichols scott*
librarians
chicago board of education

A Cooperatively Planned Library

The Wendell Smith Elementary School Library is not only a school library serving approximately one thousand children but a Chicago Public Library for the entire community. The first of its kind in Chicago, the library was cooperatively planned by both the Chicago Board of Education and the Chicago Public Library.

The two agencies are experimenting, mainly in pooling resources, which will hopefully provide better

service to the community and make a better use of public funds. Without any guidelines the merger of buildings, books, personnel, and professional staff has only been successful through the cooperation of the personnel from both agencies.

The school which houses the library is located in a park, with a high school, junior college and university all within walking distance. The school was built by the Public Building Commission.

Staffing

The Board of Education has two full time teacher-librarians and a library assistant. The public library has a head branch librarian, branch assistant, children's librarian, children's library assistant, principal clerk, pages, and clerical staff.

Hours

Teacher-librarians work regular school hours. Chicago Public Library staff have the usual public library hours. 9:00 a.m. to 9:00 p.m. daily and 9:00 a.m. to 5:00 p.m. on Saturdays. The lecture room in the library is available for school and community activities after school hours.

Library Budget

The Board of Education initially opened the library with about 5,000 volumes in the children's collection. Annually the Board of Education allows the same amount per child as any other public school child. This year 1975-1976, it was $3.30 per child, plus E.S.E.A. funds. The Chicago Public Library, initially furnished approximately 8,000 volumes of children's books, and work with a budget of $4,000 annually. The adult collection is completely furnished by the Chicago Public Library.

Audiovisual Materials and Equipment

The Board of Education purchased most of the audiovisual materials and equipment. The equipment is available to the public library staff at anytime. Audiovisual equipment and materials do not circulate to the public. The public library has an extensive collection of 16mm films which circulate from branch to branch.

Circulation

All books are mechanically charged out through the Chicago Public Library system of circulation. Each child in the school is required to use a public library card. Children in the school who cannot have a card may have books hand charged out through room collections or by school librarians. It is an advantage for the Chicago Public Library to provide the charging out because it eliminates a dual system of charging out. Overdue notices and fines processed by the Chicago Public Library.

Shelflist

Children's books classified by the Dewey Decimal System of classification are in a combined shelflist. The Chicago Public Library is in the process of changing to the Library of Congress classification and a separate shelflist and a separate section in the library is provided for those books.

Ordering Procedures

Jointly, the librarians decide which books are to be ordered. The Board of Education opened the library by ordering all of the nonfiction books and Chicago Public Library ordered the fiction and the adult books. The Chicago Public Library can order books monthly while the Board of Education orders annually.

Some of the Advantages

The facilities are open in the evenings for meetings by staff and community members, GED classes, etc. Many free plays and displays come to the library that are not available to the Board of Education. Access to larger number of books and equipment.

The most difficult task has been to change the attitudes of some of the employees. Dedication, flexability, and a positive attitude is the key to a successful merger. With current trends in the field of librarianship moving toward utilization of all resources this cooperative effort is in keeping with this fact.

technical processing — library cooperation

diana c. halda
supervisor
technical processing
township high school district 214

Township High School District 214 recognized the problem of cataloging and processing books as far back as 1962 when technical processing was established. School officials felt that since there was a leeway given students as to which high school they attended and since some faculty members taught in more than one building, there should be a consistency in the classification of materials in each of the school libraries.

Knowing that there was increased faculty and pupil interest in the use of the library and concerned with the increasing demands on the librarians' time, the members of the administration realized that they would either have to add another librarian to each school to help with its cataloging or set up a central system. Since each building is allotted a certain number of teaching positions, an added librarian would eliminate a classroom teacher thus increasing the pupil-teacher ratio. Therefore, it was to the schools' advantage to have the technical work done as a separate function not affected by building personnel allotments.

Starting with a staff of one librarian and two clerks, the department expanded in ten years to three professionals and 13 clerks. In the meantime, in ten years the district grew from three schools to seven with preparations going for the eighth high school. At present the staff includes one librarian, one assistant cataloger, and nine clerks with an approximate productivity of 35,000 items a year. Materials (books, phonorecords, filmstrips, films, kits, pictures, charts, games, globes, maps, flash cards, film loops, models, realia, slides, transparencies, and tapes — cassette and reel) are processed for eight libraries, one professional library, and 28 resource rooms. A double set of cards is made for each resource room and the extra set sent to its school library so that the resource room holdings show in the library's card catalog.

Needless to say, there has to be much cooperation involved between each high school library and the processing center in order for this system to work. At first the librarians were enthusiastic about the idea of having their materials cataloged but were reluctant to part with them long enough to have them processed.

During the years, district policies and guidelines for cataloging and processing were set up. These are reviewed each year at a meeting of the head librarians, the district coordinator of AV and library services, and the supervisor of technical processing. At this time changes to the policies are considered and voted upon at a subsequent meeting.

Last year, for example, the head librarians asked that the suggested table in Dewey be used to classify Shakespeare's works and books about him. They also asked that collective biography (formerly 920) be classified 920 through 928. After these changes were agreed upon, technical processing offered to recatalog all the eight librarys' holdings in these areas during the following summer months. In the fall these books were ready for the shelves with new labels and new cards.

Book orders, typed on multiple order forms, are placed by building librarians, and by division heads for the resource centers. One copy of the order form is retained by the person placing the order, one copy goes to the jobber or publisher, the others are sent to technical processing. When the books arrive at technical processing from the jobber, one copy of the multiple order form is returned to the librarian indicating the book has come in. At this time, the librarian may request a rush on any title or titles. This work is given top priority over any other work in progress.

When vendors make mistakes, the error is described on an expediter and sent to the librarian. The librarian is given the choice of keeping the "error" or it is returned to the vendor by technical processing.

After each initial cataloging a union card is made and photocopied each time a library or resource room purchases a first copy. A record is kept of each library's holdings on the back of the card and the card is filed in the union catalog. Anyone (including all faculty members) may call technical processing to find out what school has a certain title. This, of course, applies to AV holdings as well.

One of the problems of the system is that there are peak periods when the department is inundated with materials to be cataloged. Another problem is the inconsistency of resource room staffing. Since the staffing is up to each building principal, each school varies — some using teachers, some full time instructional assistants. Some resource rooms are not manned on a regular basis. Workshops to help resource room personnel, sponsored by technical processing, on library techniques have been held with varying degrees of success.

In the early days of central cataloging there was great disparity over how things should be cataloged; however, this led to the setting up of the guidelines which may be changed once a year. If a librarian disagrees with the cataloging or classification of an item, it is the librarian's privilege to discuss this with the cataloger, and the item changed if the cataloger agrees.

Another problem is justifying the cost of technical processing to the powers-that-be. The processing cost runs $2.29 for a shelf-ready item. "Shelf-ready" means the book is labeled, covered with plastic jacket, stamped with appropriate location name, pocket pasted in, and with set of cards (including shelflist with pertinent information). "Shelf-ready" for other media includes labels, stamped with location name, pocket (if necessary) and set of cards (with accession number, no Dewey number).

At present there is no commercial cataloging center eager to do the classification outlined in our manual. We ran a check of jobber cataloging and found that to contract for services that would partially conform to our guidelines, the cost would average from $4.06 to $16.06 per book. In this spot check of ten titles offered as "pre-cataloged" by the jobber, two of the books were sent to us indicating "processing not available."

In order to be successful, technical processing must be a service to its constituents. This can't be done unless there is full cooperation between everyone involved.

two heads are better . . . says the counselor to the librarian

tom wiser
materials utilization consultant
evergreen park high school

When I agreed to serve as our liaison between the LRC (Learning Resource Center) and the Counseling Department, I had no idea it would develop into a frustrating, yet rewarding, experience in interdepartmental cooperation for the common benefit of students, the counseling, and media services. Our endeavors lead to the establishment of a centrally located career area within the facilities of the LRC, known as The Career Center. This area, which is open daily, is staffed by either clerical or professional personnel from both departments. The center's primary responsibility is to disseminate information to students and faculty and to plan units of study. To this end, print and non-print materials, community resources, Career Days, College and Vocational Nights, and special lecture seminars are utilized. Our entire media staff shares responsibility for the material aspects of the program and its organization. For those of you about to embark upon such an enterprise, we share our experience of cooperation from a librarians's point of view.

Teaming to promote better career education services is mutually beneficial. Traditionally libraries have provided print materials such as the SRA Job Briefs, the *Occupational Outlook Handbook* and college guides. Counseling departments while having some of the above, provide additional resources necessary for a more complete overview of a possible career choice. They offer testing, interest inventories, trade school information, and a variety of community resources. Staff members have specialized training in vocational guidance. In a cooperative effort, counselors are the program builders while the librarians are the materials and equipment resource people with skills in the organization, utilization, and dissemination of resources. Bringing these professional skills together centrally not only assists students, but it enables the two departments to avoid unnecessary duplication of materials. By selecting a centrally located area and by sharing resources, you create a "one stop" approach to career assistance. Students avoid traveling between the library and counseling departments for information in their career exploration. They enjoy the idea of a central location with a collection of resources from both departments. Money saved in unnecessary duplication of books and audiovisuals can be spent for additional resources to enhance the operational program of the center.

Program and materials organization require planning to clarify policies and practices. Teaming presupposes sharing and a certain amount of "give-and-take." Some visiting counselors tell our staff that their librarians would never allow their collections out of the library in order to form a cooperative resource center. They are also afraid that a library organizational plan for materials within a center might be too rigid by not allowing for the casual and flexible use of materials by students. Librarians, on the other hand, sometimes suggest that they

are too busy to take on another project. They feel that the Counseling Department would like the idea of a center but that the entire organizational work load would become theirs. While both sides have reasonable concerns, nothing can develop without talking over common concerns and reaching some understanding. Most fears delaying cooperation are merely assumptions. Details of work responsibility can be planned carefully so that both departments share equally in building an effective program. Talking frankly before starting avoids many later difficulties.

The philosophy and objectives of our school logically influenced our selection of a location for the center. All resources for teaching and learning are centrally housed in the LRC. Counselors, in order to reach more students, have relocated in various areas of the building. Hence, a Career Center was established in the LRC adjacent to the counselor's office. The area is bright and cheerful. It is a mini-library which houses a multimedia collection and utilizes a variety of equipment. A library staff member serves as a materials consultant while a counselor plans the instructional program. Both departments provide clerical time necessary to maintain the collection and to promote services. The collection contains the following:

1. Books—reference and trade
2. Workbooks and kits
3. Filmstrips and cassette tapes
4. Pamphlets and career briefs
5. College catalogs, view deck and college information files
6. Information on trade and training schools by job clusters
7. Periodicals such as *Career World*
8. Self and commercially prepared free handouts
9. Lists of community resources
10. Professional readings and study guides for teachers

The major services of the center include:

1. Testing such as the OTIS and the Strong Vocational Interest Inventory
2. Student conferences which discuss the student's career choice in light of his ability, interests and life-style expectations
3. Information to teachers on projects for their students
4. Seminars on ways of securing a job, i.e., where to look, how to write a resume, and to conduct a job interview
5. College and Vocational Night and Career Days
6. Community resource speakers

In providing these counseling services, our material resources are heavily utilized and the counselor keeps the librarian aware of current needs, new materials, and future activities.

Effective organization is important to good service. Make the work simple and be flexible. Our books and audiovisuals are catalogued by Dewey listed in a master catalog and a card is filed in the ienter's mini-card catalogue. Pamphlets are organized in files by using Bennett's *Occupation Filing Plan and Bibliography.* Free materials are stamped "free" and placed in storage racks. College catalogues are filed alphabetically on the shelves. Fliers, booklets, and materials on career and trade schools are placed in princeton files under broad job clusters, such as business, creative arts, technical school, etc. The emphasis is on the use of materials. Check out procedures are simple, signature or I.D. cards. Loan periods are flexible to meet individual needs. Students are very positive about the center. As they talk with their counselors, they may be sent to the center and generally receive a quick answer or referral regarding their concerns. The library staff constantly searches for a variety of resources to support the program.

Searching for and ordering materials can be a problem. The quality and quantity of materials poses a variety of frustrations. An important aspect of career guidance today is an emphasis on self-awareness and job aptitude. Personal satisfaction and doing what you enjoy doing is more important than money earned. If you can combine salary and happiness on the job, all the better for the individual, but happiness is most important. There is a lack of materials on the market which discuss a career choice in light of self-awareness. Most discuss skills needed, salary, etc. Counseling sessions made up for this lack of offering advice in terms of advantages and disadvantages of a career. The staff often jokes and says, "If you like to sleep late, then do not go in the baking industry." While no field of work is always perfect, it is important that a student know himself and how he wishes to make his living in accordance with his personality as well as his skills. Another aspect of quality is locating materials, expecially audiovisual, which is adequate for the high school level. Every company which has an opportunity is taking advantage of the topic and publishing materials. Much of what is produced is inferior and unacceptable. Be sure that you preview first and see if the quality fits your program objectives. One company has a filmstrip and cassette set which begins with the words, "it is now fifteen seconds until program begins." The countdown continues and one gets the impression that he has come to outdoor theater and it is time to leave the refreshment stand and return to the car. Students are turned off from the beginning. This entire program is poor yet the set is advertised as the best and most comprehensive in the

field.

Quantity is another area of concern. The problem usually arises after a basic collection is formed from the resources of both departments. What is the best format for each career area? What is needed to provide for the individual needs of students and teachers who use the center? Does one need both print and non-print materials in each field? Can materials be purchased individually or must you buy an entire set? While some companies are very willing to permit you to split an order to fit your individual program needs, others are not able to divide their sets. Often times, this is a sales promotion. If they will supply individual replacements for sets purchased, then why not sell titles individually on the first sale? Librarians can help by writing publishers and explaining their needs and concerns over this policy. It might help to release some materials which are needed but are often left unpurchased because other items within the set are unneeded or inferior to what you already have on hand. Currently, for obviously budgetary reasons, one must reject an excellent set to avoid unnecessary duplication.

Another quantity problem is the need for updated and recent information. A variety of materials are needed because not all materials provide a universal answer to career exploration. Career materials are almost out-of-date before they are published. Job salaries and new technology change rapidly. Individual book titles are not published yearly or even scheduled for revision. The staff must determine how long materials will be saved before they are discarded. Our staff has found that a number of books may be retained as references and utilized for such in depth career information as the history of a job or profession. While many books go out-of-date in the areas of job salaries, training and skills, they are usually excellent for providing broad overviews of the topic discussed and give the student ideas of job expectations. The same holds true with audiovisual materials. Such materials if retained in the collection, should be used carefully with students. The professional staff explains the value of these materials to the users and refers them to additional more up-to-date material for such topics as job description, salaries, and career preparation. A good illustration of this problem on the quantity of materials needed is a book by Love and Childers, *Listen To Leaders In Business*, Holt, 1962. A first reaction is to discard it. Yet after a careful examination, it is obvious that it is basic to the collection as a valuable resource in providing information generally about the various fields of the business world. It serves as an introduction to the field and will be more valuable than all the materials you can provide regarding salaries, training, etc. A moderate combination of both the old and the new resources for career guidance should be considered when selecting resources for the center. The general principles of materials selection applied well to the resources added to or withdrawn from the collection will assure a quality collection which offers a variety of materials to meet the needs of a variety of students.

Working cooperatively takes time. Hours are spent meeting and making decisions which affect the organization and structure of the center's effectiveness. But, it is well worth the effort. Members from both staffs learn from each other the joys of being a librarian and a counselor. Our total career education program is stronger because of our common endeavors. Two heads are better than one. The career counselor on our team best sums it up as follows:

> The division of responsibility and cooperation between our staffs has proven its value in many ways. A volume of career education information has been researched and assembled by the LRC staff and has been channeled efficiently to the counselor who is directly responsible for its dissemination. Working cooperatively with the LRC staff has led to better career planning. Their knowledge and skills in organization of materials has built a center which is useful to both students and teachers. The resources of both departments have become more valuable and better utilized. Because students have found the center useful, it is easy to get them and their parents involved in various programs of the center such as Career Day and College and Vocational Night. We are proud of our team efforts and look forward to building an even better program upon the foundations now established.

from site to circulation: building a new library media center

barbara connell vondrak
teacher-librarian
curie high school
chicago

> When I notified Mrs. Vondrak that she would have the job of planning the new library, I explained to her that the new school would have a strong emphasis on performing arts and technical and vocational courses, as well as the traditional academic subjects, and that I wanted the library media center to be an asset to the total school community. We are proud of the Media Center at Curie and I often take guests to see the two areas in operation.
>
> Dr. Kelley, Principal

Many of us on the southwest side of Chicago watched the growth of the new school from the clearing of the site to the erection of the first steel girders. It would become Marie Sklowdowska Curie High School, the first Chicago high school named for a woman, but for years before it was built it was known as the Archer-Pulaski site high school. Learning that I would be going to the school in January 1972, months before being assigned to work for the school, this time was used to prepare orders from reviewing journals and to decide on the bibliographic tools that would prove most valuable in building the collection.

The mandatory boundaries of the school were to be small and only one-half of the student body was to come from that area, the other one-half was to include students from four overcrowded high schools in the area (Gage Park, Kennedy, Kelly, and Hubbard). Some of our future students would be reading well below grade level, as low as third or fourth grade, or lower for some foreign born students, and some would be able to handle classes at college level and would attain college credit through advanced placement tests. The great majority would fall between these two extremes and be operating at about the level of the national norms for high school students. Our goals in ordering were:

1. To have stimulating material at every level.
2. To maintain a special emphasis on visual quality and variety in the subject areas because an important part of our department would be the production facilities for slides.
3. To have particular strength in the reference collection so that we could answer any questions even if we did not have material that could be circulated. Some sources proved most valuable.

Bertalan, Frank J. *The Junior College Library Collection.*

Board of Education, City of Chicago, *Approved List of Instructional Materials.*

Library Journal — LJ was useful because it reviews books long before publication.

Senior High School Library Catalog.

Our original budget was for $76,000 for books and audiovisual materials. We wanted to open the school with the library an integral part of the learning process. Some of the future staff visited a new school that had been open almost an entire school year and the library was still a locked up empty space with the books in boxes. We did not want that to happen at our school. To insure an operational library the next fall, we needed pre-processed books. Baker and Taylor was asked to give us details on what they could offer us on pre-processing. The elementary school library books have been pre-processed by Baker and Taylor so it was assumed that they must be Curie's source for pre-processing. Dr. Kelley came to my aid and we were successful in convincing officials of the Board of Education that Curie's books would be purchased pre-processed. Pre-processing was an important point in our ability to open to students and faculty within the first month the school was open.

Equipped with 50,000 3×5 cards, 25 steel file drawers and typewriters, we set up for the summer in a large pleasant room in Shields School, District 12 headquarters. Four student helpers were hired and each was indispensable, intelligent, interested, and two were skilled typists. They did their best to insure that the school would open with a library. We were faced with mountains of filing, typing, and endless checking with BIP.

It was soon obvious that working from 8:00 A.M. until 1:00 P.M. for six weeks for a total of 150 hours we were not going to be able to prepare an order card and a

purchase order for so many books in the time allowed. Because we were a new school that was not quite built, we were obliged to stamp in very large letters across each purchase order the following words: NEW SCHOOL, DO NOT SHIP UNTIL NOTIFIED BY THE PRINCIPAL. ESTIMATED OPENING DATE SEPT. 1973. The stamps took up most of the room on the purchase order. The representative from Baker and Taylor came to our rescue. He had sent to us in almost a dozen bulky boxes a complete printout of everything processed by Baker and Taylor. We were only obliged to write "1" or "2" copies by the author's name to order the book. He was to pick up the boxes when we finished. Each box was about 14" high and completely filled with computer printout sheets. Each night I took one box home to work on until 1:00 A.M. and every day the students proceeded to mark on the printout, the books for which we had already prepared order cards. My preparation for this task was the ordering of all the books for the main library at Kelly High School for a number of years.

Checking the printout was a massive effort for all of us and, of course, there was a deadline. We met it, the gentleman from Baker and Taylor picked up his box, and sent back to us a printout of our order. We used one purchase order for $30,000 on this original order.

We were still left with many orders that were not handled by Baker and Taylor or were too new to be included in the printout. *Library Journal* was particularly depended upon because of its excellent prepublication reviews.

We wanted a good proportion of books to have a 1973 copyright date. The tedious business of preparing purchase orders covered with our large PBC stamps continued but we had run out of time. Our six weeks were over and I was back at Kelly and ordering for the new school only in my spare time.

The order for audiovisual material posed special problems because of not having access to enough reviews. I decided to depend on the Chicago Board of Education's Approved List, which does cover a large amount of AV material which has been previewed by a committee of teachers. I would have preferred buying from reviews so that our purchases would have been more recent material, but *Previews, Booklist, LJ,* and *School Library Journal* were the only reviewing journals that I had available. We bought very heavily in AV for some departments; especially science, technical, and foreign language. For example, for science we purchased a programmed sound filmstrip series to teach flight training and a physics film loop series that recreates for modern students some of the great experiments of the past that have advanced science. The Foreign Language Department needed tapes for programmed learning of Hebrew, Greek, Latin, Russian, and Italian. Our order for equipment was comparatively small because each department had been allowed an amount for all the equipment needed. We purchased equipment that would allow us to use all of our software. We wanted every teacher to be able to use our AV material and it was possible that some departments might not buy equipment that was needed. This proved to be the case.

The Production Center

Dr. Kelley had agreed that the AV production center would be a part of our department and that area needed special equipment. We purchased one Sony Rover, one Sony cassette player-recorder, a Pentax camera with special lenses that allow us to take slides of the smallest postage stamp with beautiful results. It was suggested by the Division of Visual Education or some board agency that we buy a high speed cassette duplicator for approximately $1,000, but we did not *think* that the faculty would find so many duplicate tapes necessary. We substituted a DuKane tape duplicator that also allows an electronic beep to be put on the tape. With the money saved, we purchased a microfilm reader-printer, wet-process. We have found the wet-process easy to maintain and trouble free. Enough supplies were purchased to last for approximately five years because the supplies do not deteriorate.

We have invested substantially in microfilm with three microfilm readers and subscriptions to 30 periodicals back to 1963. Our intention was to concentrate on teaching research skills to all students and a student cannot polish his research skills if his library has nothing from the past and was started in 1973.

The building approached completion, and visits in hard hats changed to plans for a general move. From the fall of 1972 until March 1973 Dr. Kelley and the staff assigned to the high school worked in one very large room at Shields school. In March we moved, working in the new library with boxes of books piled seven feet high, no shelves installed, and no furniture. I found a desk, brought a radio to add some sound to my hours of solitude, and started to work. We suffered two break ins and order cards were scattered for about a hundred feet from the work room to the main entrance; some equipment was also stolen, including a camera, loop projectors, and my radio.

Things improved, the shelves arrived, and with summer I was joined temporarily by one school clerk, formerly a library clerk, two women who where hired

through federal funding and NYC workers. Mrs. Rosemary Ahern, a teacher-librarian who was to be assigned to Curie in the fall, volunteered to help us and her help was greatly needed and appreciated. In the rush of processing thousands of items, mistakes were made. More time and more skilled labor would have helped. Because I worked only until 1:00 P.M. and the two women hired with federal funds and the NYC workers worked until 3:00 P.M., we had a security problem. In retrospect, the media center may have been better off if we had limited the summer staff to the three of us with knowledge of what we were doing.

September 10, 1973, the complete media center staff assembled; it consisted of five teacher-librarians, one production specialist, and three library assistants. We opened to faculty and students before the end of September. That fall our collection included about 8,000 books and almost that many audiovisual items.

The Curie Media Center has divided its physical space of 15,000 square feet to emphasize the special use of eaih area. On the second floor there is space for a large reference collection, an informal stack section, a large area for career-college counseling, career books, college catalogs, and regularly scheduled career speakers. On the third floor, a math-science media center houses all material classified in the 500's and 600's and is convenient to the classrooms for Home Economics, Business, Mathematics, and Science which are located on the third floor. A production center with a large work room and studio occupies the remainder of media center space on the third floor.

The original plan called for all audiovisual activities to be housed on the third floor and all books to be located on the second floor. Dr. Kelley agreed that service would be improved if material related to a subject were placed near the classrooms for that subject. To implement that plan we moved shelving to the third floor and audiovisual storage units to the second floor.

Planning the Curie Media Center has been the most rewarding experience of my professional life. A librarian planning another new school library borrowed the computer printout of our original order — we were pleased that she considered our collection worth duplicating. Now Curie has over 14,000 volumes and with much growth and development remaining, the opinion of the media center by the students has been generally positive. We circulated a questionnaire to approximately 500 students asking for an evaluation of many activities in the media center. The recurring complaint was that they didn't know about some of the interesting things which had taken place. With 3,000 students at Curie and room for 270 in the media center we must try to reach students who are most likely to find the events meaningful.

library cooperation — moline public schools

roberta wollerman
coordinator, library av
moline public schools

Cooperation: This is an essential ingredient for any project. It is also to be noted that cooperation, to be successful, must be a two-way street. Another necessary ingredient for promoting cooperation between various school groups is communication. We are most fortunate in having in our district a superintendent who believes in library services and who supports them completely.

We also feel fortunate to have a full learning resource center in every school. Some of these centers have been built as part of the building, while others have been created out of empty classrooms. They all, however, are full service media centers. They all have books, reference materials, filmstrips, film loops, pictures, records, and the facilities for using these — record players, film viewers, tape recorders, study carrels, etc. The students not only have access to these materials, but may check them out for use in the classroom or at home. However, handling equipment for general use in the building is assigned to an AV coordinator.

In the Moline Public Schools we feel that we have both of the above ingredients — cooperation and, hopefully, communication. The key to this situation is the librarian. We feel fortunate in Moline to have a certified librarian serving in every school, K-9, and two librarians at the senior high school. In addition to this, there is an aide in every elementary and junior high school, and five aides serving the senior high school.

It is the job of the librarian to communicate successfully with the people being served — the students, staff, administrators, and community. Applicants for library service are carefully screened. These well trained people are then allowed to function within their buildings.

The first assignment is to set priorities — to remember why the job exists. The most important people

to be considered are the students. Filling their needs and desires should be foremost in the minds of the librarian and her staff. An important function of the librarian is to train a student in the use of the library. This training starts with kindergarten groups. At this level, students are brought into the library to become familiar with the facilities, as well as to check out books and listen to stories. They are aware at this level that the library consists of more than just books. The skills taught at this level are very simple — how to find and check out books, how to sit quietly and listen to a story. These skills are increased, with a heavy emphasis at the third and fourth grade levels, building each year on the previous year's skills. Students in the upper elementary grades are able to use all sorts of reference materials in researching subjects to be studied. District Learning Objectives were recently completed for all grades. When the student leaves sixth grade, he is well equipped for research tasks of junior high.

Orientation is an important part of seventh grade and tenth grade. Most of the skills of library usage have been learned at lower levels.

The essential part of the librarian is service. The student must feel that he can make requests and they will be honored. If a student is to make a habit of reading, he must be able to find the material that will fit his needs. A happy child is one who has been supplied with a book he has requested.

Closely related to the student and his needs are the staff. Here, cooperation and communication really begin to function. It is necessary for the librarian to know what the teacher is teaching, even anticipating his wants. The staff of each building knows that the librarian is ready to help with any subject or idea being used in the classroom. Librarians are prepared to receive individual students, small numbers, or classroom size groups. She is also prepared to send carts of materials to a classroom with books and other media for the students to use over a period of time.

The teacher cooperates by having a definite assignment for the student to work on when he comes to the library. It is suggested that both librarian and library aide spend some time with the staff in the school lounge to establish rapport and learn more of the subjects being studied. In Moline Public Schools, the librarian is considered a part of the building staff. A happy teacher is one who is provided with materials of all kinds without having to do research on his own.

Cooperation with administrators means filling the needs of the school in which the librarian is working. Elementary librarians serve four schools. The librarian must adapt her methods to fill the particular needs of the building in which she is working at that particular time. It must be recognized that the administrator is in charge of his building and is entitled to the kind of program he feels best fits the circumstances of his students and teachers. Cooperation with the administration in each building must be total. In the elementary schools, students attend the library on a regular basis for classwork and circulation of materials. Circulation is open, that is, students may come in any time the librarian or library aide is present to check out books. It is not necessary that a student wait for a class to return a book or check out a new one. A happy administrator is one who feels the needs of the students and teachers are being served by the learning resource center.

Cooperation with the community is also considered in the Moline Public Schools. It is essential to remember that the members of the school community are taxpayers in the area. The parents of the students are the first contact—their awareness of the services given is an important aspect of the librarian's work. We feel that harmonious relationships between parents and librarians are important to the smooth functioning of library services. Close relationship is also maintained with the public library, both for services they may provide for the schools and reciprocal services from the schools.

It would be remiss to neglect the role of the library aide. As stated before, each building has a library aide serving from three to seven hours per day depending on the size of the building. In the elementary schools, the students look upon the aide as another librarian. It is her function primarily to serve the needs of the students. While housekeeping chores are important to the smooth running of the resource center, they are secondary to the students. She has been trained to help the students use reference tools in his work, providing the necessary materials for reports, posters, murals, etc. Since the library aide is present more than the librarian, she becomes very sensitive to the needs of the students.

Another important reason for the success of our library operations is the central processing office, which relieves librarians and aides of the tedious chore of cataloging books — freeing them for the more important work of helping students. Each building is given a separate budget for the purchase of print and AV materials. The librarian consults with students, teachers, administrators, and professional periodicals to select materials for purchase. The people in the central office are well trained to handle all the orders, both local and federal. The central office also houses materials that are too expensive for each building to own, such as films. It also houses materials that are used on a less frequent basis such as pictures, filmstrips, etc., of a seasonal nature. It is here we often serve members of the community by answering professional questions and furnishing special

equipment for their use.

We feel that at all levels of library operation in Moline we work at a high level of cooperation. All personnel involved accept responsibility for the smooth functioning of the program.

teamwork tells at woodrow wilson junior high library

joan ossefort
head librarian
woodrow wilson junior high library

In the Moline school system, library services are built on a strong foundation of cooperation. This spirit of teamwork is evident at Woodrow Wilson Junior High in Moline, Illinois, where librarians and staff members work to provide an academic climate that will promote independent learning among students in the building, as well as mastery of traditional skills.

The library at Woodrow Wilson is spacious and well-supplied with student work areas answering varied needs. The main reading room houses more than 10,000 titles as well as extensive seating for reading and study. Study carrels with electric outlets are available for student use in both the main reading room and in a smaller adjoining room which provides separate space for groups or individuals needing somewhat sequestered facilities.

Library service to students in the Moline school system begins at the elementary level, where students receive instruction in using library materials in the earliest grades. By the time students reach the junior high level, they are familiar with the card catalog, the system by which books are found on the shelves, and the use of basic reference materials. They have also learned to handle audiovisual equipment such as filmstrip viewers and tape recorders. They are aware that there is a way to find reading materials which fill their individual interests, and they are not afraid to ask librarians for help or suggestions when it is needed.

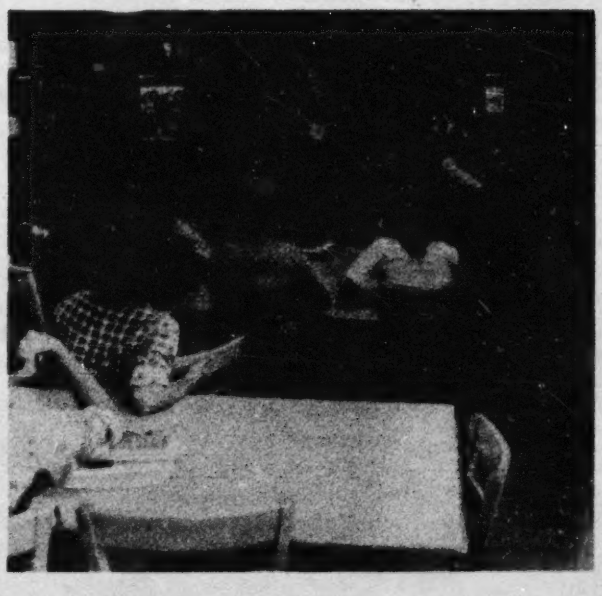
Said student Liz Falk, "Librarians help more than the card catalog or anything like that, because they have read so many books and they know the kind of books we like. When I want a book just to read for pleasure, I ask the librarians for suggestions, and I've found some of the best books I've read that way."

Elementary and secondary librarians work hand-in-hand to provide services and to promote usage of student library skills during the ongoing academic years of these young people. Librarians build on student masteries achieved during preceding years, thus building further confidence and ability in library usage.

To make the transition from elementary to secondary school libraries easier for students, an orientation tour for sixth graders is planned in the spring of the year when students can view not only the building they will attend, but also the library they will use. In addition, elementary librarian Mrs. Loreta Patterson makes a special effort to bring her sixth grade library helpers to the junior high school they will attend so that they can readily bridge the gap between old library and new. A tour of the junior high facility reveals to them the echo of the old in the new resources and reading materials.

At all levels materials and ideas are shared and exchanged among school librarians. Good ideas for library promotions, learning games and recommended reading pass quickly from librarian to librarian, so that all students in the system are served by the best teaching ideas available.

In the opinion of ninth grader Hal Bergee, "The library is a place where everyone gets along. The li-



brarians try their best to help students find the information you need. The library is a nice room, light and pleasant, and we kids like to come here."

At Woodrow Wilson, a school noted for the friendly cooperation and harmony among staff members, teamwork between teachers and librarians is evident in many phases of the student's career. For most junior high students, the initial library experience occurs in an orientation session, planned by individual English teachers and the librarians, almost as soon as school starts. Classes are brought individually to the library, and there, by means of games, discussion, and actual practice in retrieving materials, students are helped to realize that surroundings which seem at first unfamiliar are arranged in the same logical and orderly fashion in this new building as in their former school, no matter which of the several feeder schools they attended.

In remarking on cooperation between faculty and librarians, Robert Swedberg, head of the English department at Woodrow Wilson, commented: "Members of the English department appreciate the help given by the library staff in providing bibliographies, print and nonprint materials, and dissemination of information concerning items available. Since we feel that library skills constitute an important part of the English curriculum, we are pleased to have available instruction by the library staff in utilizing these skills. We like the team approach."

He added, "There is a good, relaxed, wholesome atmosphere in our library. Students want to come to the library because not only their academic needs but also their social needs are filled in this center. Libraries no longer have that rigidity formerly associated with them. There is no longer a fearsome, 'hush-hush' aura in the learning centers of today."

Library Services

As the year advances, librarian and teachers work together to provide instruction in other library skills as they are needed. Social studies classes are frequent users of reference materials, and particularly of the *Reader's Guide to Periodical Literature*. Since elementary buildings do not subscribe to this service, students are confronted with at least one new reference source at the secondary level. Often their first exposure to this tool comes in conjunction with research papers in the area of contemporary problems. Teacher and librarian work together to introduce the *Reader's Guide* and to insure that students feel confident in using it when completing such an assignment.

Social studies teacher Gerald Swanson states, "Our department feels that the library is vital in providing up-to-date references, particularly in the areas of government and contemporary affairs, but also in such areas as geography and history. With world changes occurring so rapidly, it is impossible for text books to keep pace with the many changes across the globe. We rely on the library's periodical resources to fill our needs in this area."

Access to video tape is another important facet of library services, providing immediate access to the most current educational television programming. In the past year, a series on the metric system was video taped and used by all mathematics classes in order to provide an audio and visual experience designed to reinforce student familiarity with a somewhat unfamiliar but increasingly important measuring system. Other programs have presented vivid pictorial representation of historical, geographical, and scientific events which students sometimes find difficult to visualize.

Faculty member Michael Cox commented: "The library is a veritable shopping center of information, providing in one concentrated area educational material to assist students in classroom assignments as well as in independent learning activities. We rely on the library staff to keep us aware of the materials available for our use."

The Woodrow Wilson library has had the support and cooperation of parents, especially in the notable efforts on behalf of the library by the school's Parent-Teacher Association. This group has taken an active interest in library activities and has annually presented, as a Founder's Day remembrance of past presidents, gift funds to be used for the purchase of library materials at the discretion of the librarian. In addition, the librarian has been invited to be present and to speak at various meetings and functions of the Parent-Teacher group.

By means of Education Week teas held in the library by the PTA, visiting parents are encouraged to feel at home in a library atmosphere. Library staffers feel this is an outreach program which both acquaints parents with library facilities and also reminds them that community library services are available to them as well as to their children.

A feeling of goodwill exists between school and public library. Both institutions serve the needs of the community, and staff members from both areas of service freely exchange information and ideas and encourage students in mutual usage.

Moline school librarians have benefitted from statewide library services, keeping in touch with librarians throughout Illinois through publications such as *Illinois Libraries*, and through attendance at meetings and exhibits throughout the state.

An important aspect of the feeling of cooperation which exists within the Moline school library system is the supportive service provided by the school district's central instructional services office. Here, under the direction of coordinator Roberta Wollerman, books and materials are centrally processed, freeing librarians to spend more time with individual building needs. Information is centrally disseminated, and librarians are kept informed of systemwide policy and curriculum requirements.

We feel that the library program at Woodrow Wilson is a vital and growing part of the increased attention to individual student needs. And staff members at Wilson feel that the cooperation which is so evident in this building is only a reflection of the systemwide spirit of teamwork that distinguishes our school system.

William J. Best, principal of Woodrow Wilson, sums it up in this way: "We feel that the library serves an important function in our building. Librarians and faculty join in a common effort to broaden student's knowledge and awareness, to open new vistas for them through the use of up-to-date library materials and techniques. The Moline school district is proud of its library program, and we are proud of our own library here at Woodrow Wilson."

we did it "my" way — right or wrong

mrs. geraldine kerkstra
principal
laramie jr. high school
oak forest, illinois

We did it "my" way — right or wrong — scientific research in its most primitive form — that's how it all began. Coming to a new building that opened in 1961 for grades 5 to 8, as a new principal, I still had faith in the "right way" and one of my first concerns was "a library." When? How? Where? Having always been an avid reader, having had many excellent teachers in the area of literature, and having worked for $18.75 a month from the National Youth Association, during the depression at the public library, my life was always close to books.

Books were needed for school work, enriched learning experiences, challenged the minds of children. But books as tools of learning, must be handled properly, and all persons, students, teachers, and parents, needed to be involved.

Much time and effort can be saved by properly trained personnel and so using new skills, (after several library courses, because I still believe that proper training and certification is needed to plan a good library program) and drawing on early experience, I began to explore where the "library" was in 1961. I surveyed the eight teachers who were to work with me at the "new" junior high trying to learn what books we had, how they were used, and how many were available.

The survey was simple — probably it would give shudders to a trained researcher, but I was a full time teacher of 49, directed activities for a whole school, did much professional work in a teacher association, and did not have "time" to be as analytical as I would have liked. However, results revealed areas of concern, book availability, book use, and teacher training and background in library work.

Enough books were available but were uncataloged and poorly organized. But children were reading. Teachers were promoting reference books. Pupils had access to reference shelves and effective use really depended on each individual teacher's interest and time. Many references were available, mostly *World Book*, but scattered around the building in individual classrooms. A special reading for fictional material was located in inadequate space — a "foster" child of the principal — and was directed by a very serious secretary except for her personal interest in reading but untrained in this area. The job she did was well done, but book selection, recommendations of books for varying reading levels, proper organization, and library use was lacking. Professional materials for teachers were scattered and poorly accessible. They were not used much.

Children read in those days, enjoyed reading, but so much more could be done — as in all areas. New ideas should be explored. We should have story time, audiovisual reviews, media use, and new independent study — all these ideas were seeds of thought and ready to grow — and so we moved, ten staff members crossing the grass playground to a new junior high.

How well I remember the day — I walked with the superintendent and architect to my new world — saying as I went "and is the room ready for library?" A shelved room had been asked for a year before, where we could centralize our services and hope to have a good pro-

gram. We had a language arts literature teacher who was to be the "librarian" and help work on the program.

I will never forget the feeling I had as I walked through newly polished halls to Room 7 — my first library room — and saw a classroom "just like all others — no shelves — shelving had been forgotten and all I could see were boxes of books, ready for us to handle, ready to organize, and my teacher ready to accept responsibility for a reading library program (even with full classroom responsibilities). Science, math, and social studies staff were eager to begin to utilize services and not have to be completely responsible for book circulation, record keeping, films, etc.

Well, I have, after 18 years as a principal learned to expect disappointment — and I did finally get shelves, but I am sure the look on my face and the tears in my eyes were responsible. Shelves they were, plain pine boards, varnished, on steel support strips around the room — but we *had* shelves. Now when I smile at requests made for cassettes, tape players, reading pacers, computers which I need and know should all be part of a good media program — it is because I can remember the tears to get shelves. As these shelves filled with books, it was our first real "library." The first dictionary stand, the first unabridged dictionary, the first large globe, and the first six drawer card catalog were bought. These basic things were very precious. They were financed by the PTA funds, student achievement funds, and many given as eighth grade class gifts, and we were on the way.

All grade levels were scheduled for library usage in 1965 — one thousand fiction books were shelved, but many more still had to put into department rooms for use in subject area classes. Our new library room, completed, opened in '65.

Then came the Title programs from the state and federal government and we could get books. Older ones could be discarded. New ones could be organized and catalogued and my teacher/librarian helped. She was in charge *all* day — responsible for some reading classes, but in the new library there were no clerks — no aides, and enrollment was growing. Class sizes were over 36, and more and more were needed.

When records were started a high school girl and I stayed night after night to catalog books, put them in order, card, and pocket them for use. There were no funds offered for help so I paid the girl for her help, fifty cents an hour, because she needed funds and loved books. Together, probably with many mistakes, we took box after box and prepared for a good library.

It was a lovely room with office space and the real library shelves! And we were so proud. The staff helped to "ready" books, a reference area was set up, a corner for gifted and vocational books was planned, and a teacher was assigned four periods a day to supervise. That was in 1965 with my first library "aide" a former graduate and a student who loved books.

For three years we were "lucky" — a teacher supervised the aide, cataloging books, shelving books, organizing records, pamphlets, and program. The program began to "look good." State evaluators twice commended Laramie for an excellent program even though we were poorly staffed — the teachers, the aide, and the children made the program *work* — we were so proud getting our dreams of a media corner, AV work, independent study areas, and hopefully some day a "real" librarian.

But as was mentioned before — you get accustomed to disappointment. The lower grade enrollment "boom" reached the Junior High — a building for 750 filled to over 900 — and class size grew. All rooms were used 100 percent of the time — we have leftover children with classes in the teacher's lounge, in the curriculum room, a place for teachers to be able to work — and even the lunchroom was a classroom. Separating sections were put up in the library making two rooms in the "library." Classes were held there almost all day. The library aide, now very valuable to us because she loved books and shared this love with children, moved into the superintendent's office.

We reached a sad and educational stalemate, necessary but hurtful to the program, yet we survived until a third new wing was built. For two years the library was technically closed. We sent carts of books to classes for use, shipped reference books to department areas for daily use, stacked professional books in boxes. The speech teacher and an assistant principal took over the library office space — activity dropped. For two years, no library, no aide, some partial service for teachers, but not the kind of program a junior high should have. Were we hurt by this — yes — and the junior high waited. The wait was worth it. Our new wing was built and a new world of educational opportunity opened up for our children. An old lunchroom was divided into three classrooms in 1974 and the rebuilding of the library was under way. For the first time since the junior high opened in 1961 we had a "real live" director, one with training, one with concern and interest in the field she had chosen — and she and the aide began the rehabilitation of the books. All books were boxed and all the shelves removed as we waited for a carpet — from April until September. Books were sorted, catalogued, and reboxed. Filmstrips, not catalogued for several years, needed review. From rooms all over the building, cassettes, tapes, and picture files needed to be organized and collected. Reference books were taken back from

work study centers. The room was like a beehive — and then came the carpeting — furniture from around the building was returned to the library, and the librarian and library aide collected, inventoried, and organized the center.

Today the "book" room functions again, all day every day, and it is such a pleasure to look inside and see children, heads bent over the table reading, using references, using the few carrells, earphones, and cassettes — finally getting a chance to explore the wonderful learning found in pages of hardcover books, listening to stories, records, and sharing in the recorded world of media.

And still ahead is expansion — more space — hopefully the old lunchroom transformed into an audio-visual center with the basic reading section used for research and quiet study. Eventually, we will have a curriculum center for teachers, a work center to make filmstrips and video tapes, and a "live" media room for pupil use, television, super scopes, record players, transparencies, cyclo teachers, and have an individualized study center.

Do dreams end — no — not where books are involved. We will expand story hours, offer challenges in inquiry sessions for gifted pupils, and hope to see genuine pupil involvement, now not only "my way" but with good trained leadership, planned development, outlined procedures, and using good evaluative methods as we make decisions.

madness or magic?

jeanne m. coyne
library/media specialist
laramie jr. high school
oak forest, illinois

One day as I was sitting in the library pouring over a dusty tome of ancient superstitions and magic, mumbling incantations to myself, a youngster interrupted my musings with "Remember that story you read to us?" he asked. Being jolted out of my mental meandering, I had to ponder what story, of the two I had read, was he referring to. "You know," he continued, "the one about the man who was told to suppress his anger until morning." I nodded affirmatively. "Well, I did it, I held my anger until morning and I found out that the kid who I thought broke my baseball bat, didn't, and I'm glad I didn't say anything. I'm glad you read that story to us." So was I! Out of the 999 students with whom I had shared a simple but charming story, only one had returned to express his gratitude.

That one student, however, reaffirmed for me what libraries should be — a place where people, of all shapes and sizes, can share a common experience, find answers, solve mysteries, and perhaps discover a new friend.

Lest anyone should be misled by the prior statements, being a librarian isn't only reading stories to grateful students who return to heap laurels of praise upon my eager ears. There are the inner dynamics and crises of operating a library on a daily basis that makes the task at times tedious (like cataloging), stick (like repairing books), or frustrating like trying to track down a book "that was returned" but just somehow managed to "lose" itself again. It would seem that if the rewards are so sparse, accomplishments so meagre, what keeps me from abandoning my books and broods for a more programmed and peaceful existence? In my particular capsulated world, it is the people that provide the staying power.

The support, stimulus, and cooperation that I receive from the administration, the faculty, and student personnel mitigate the minor disasters that seem to errupt minutely. Minor erruptions that occur, come in the form of books to be repaired, overdue lists to be circulated, media materials to be dispensed with, and students seeking specific information for a research project. In and by themselves they are non-threatening and minor happenings, but when they occur while another zillion students are asking for particular cassettes, or inquiring if their lost book was found, or hand you a card they just removed from the main card catalog, asking, "where can I find this book?"

It would appear from previous statements that I am performing a one woman show. While I am juggling the myriad tasks of being cataloger, book binder, circulating chief, and media dispenser, other adults are being supportive.

The individual who prevents me from having a cataloging coronary or becoming permanently unglued, comes in the person of Mrs. Jackie Kavanogh, a superaide. She will painstakingly track down a misplaced

book, supervise the student aides and type and circulate overdue lists, as well as instructing students in the use of audiovisual equipment.

In between these tasks, she will assign accession numbers to books, materials, shelflists, and wherever else they need to be inscribed permanently for posterity. As a result of working in the school library, she has enrolled in Library Science courses so as to better understand the inner mechanics of a library and a librarian.

Volunteers

While counting my blessings, I would like to commend a volunteer mother, namely Mrs. Jean Strong. At the beginning of the year, while we were in the process of reorganizing the library, she offered her clerical services. So for one day a week she comes faithfully, to type catalog and shelf cards, type book and media orders, and assist in any clerical duties that need to be done. If it weren't for her faithful services, I would be buried beneath an avalanche of print and non-print materials that would be obsolete before they were processed into circulation. She also has enrolled in a Library Science Program for professional as well as personal reasons. Professionally, to comprehend the mystique of cataloging, personally, to avoid having me breathing over her shoulder.

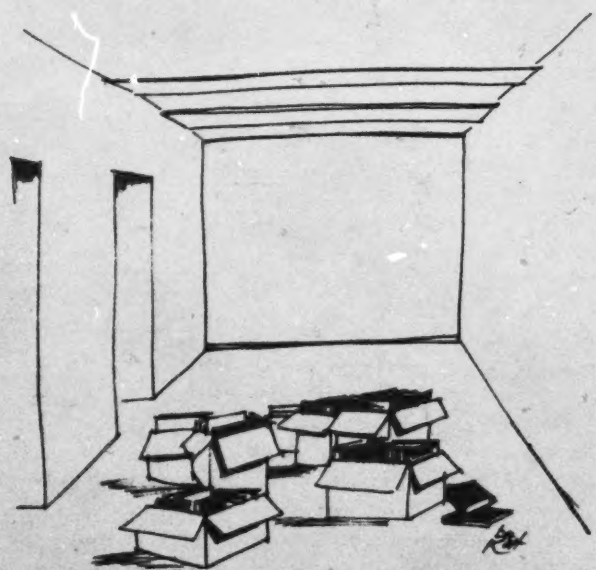


Illustration by Betty Kott.

Student Assistants

Try to envision a room with a lovely blue carpet, freshly painted yellow walls that were completely devoid of books and other library materials. That was the library area at the beginning September "75." All the books had been removed during the summer, with no rhyme or reason they were stacked, stashed, and shoved into boxes, corners, and closets.

Unlike Humpty-Dumpty, the library had to be put back together again! At the beginning of this venture, little did we know that we would be handling over 6,000 volumes. It was just as well we didn't know. In the process of retrieving and replacing, it was discovered that some books had accession numbers, others did not, shelf cards were nonexistent or misfiled, and the main card catalog was missing significant entries, such as title, subject, or author cards. At first, we thought they were simply misfiled, but we thought wrong!

The task appeared formidable and if it weren't for some interested students, it would have been. These dedicated darlings came daily before school, during lunch, and whenever they could squeeze in some free moments. They arranged fiction books in alphabetical order, and the number books according to the Dewey classification system. Little did they realize they were mini-librarians learning the trade as they worked. They also assisted in the tedious task of locating accession numbers, and checking the main catalog for the unit cards for each book.

To sustain the students' morale and stamina they were bribed with candy bars, and a pizza party. A comment frequently heard among these students was, "Gosh, I didn't realize how much work was involved with a library!"

On February 1, 1976, the library reopened. In appreciation for having the library in operation once again the students and faculty donated an expensive reference book (rather appropriate), a beautiful aquarium complete with fish, a huge plant that continues to grow with the library. Art classes donated art projects to make the room alive and even more attractive. One class made a huge brightly colored banner to announce this major event! For one brief but quixotic day, it was all fun and fantasy.

With this erudite information in mind, it may be easier to understand why I was laboriously studying a book of magic. It would be pleasant to retain the aura of Camelot, but it wouldn't be easy.

Now that the library had reopened to be the market place of learning it was necessary to evaluate whether it was being exploited to its fullest potential. So I decided the only way to find out was to ask the individual

students and faculty it served. So I donned my alligator skin, fortified myself with Excedrin and ventured forth to glean the various perspectives on the state of the library.

Naturally, I hoped that most of the faculty would view the library as a necessary addenda to a school. They did — their responses were overwhelmingly pro-library. Words that were used to describe the library were "exciting, interesting, important because it was an enhancement of what was happening in the classrooms. It gives the children the freedom they aren't allowed always in a classroom situation."

Another teacher felt, "it was a place where children are not hampered in getting resource materials they need, when they need them." Another recognized the fact, "that most classroom collections are insufficient for students' needs." Most of the teachers thought it was a great place for children to go, to browse, listen to a tape or record, or to view a filmstrip.

How did the students view the library? "I wish you had more fish," one said. Another, "it's an escape from the noise of my classroom." Some wanted more books about Jaws and U.F.O.'s. One wanted "cookies and punch," while another student didn't think it should be used as a "recreation hall." A few students objected to the couch because "it didn't give you any room to set your books down." Still others objected to the overdue fines, and thought there should be more books because some are good "but there are a lot of dumb ones."

The majority of students found the library satisfactory, as long as there were filmstrips to view, cassettes to listen to and the Cyclo-teacher to work with. Books were important, as long as they weren't too thick, and there were ample copies of sports, drag racing, mysteries, and the Hardy Boys Adventures.

One particular comment that was voiced by a number of the students and faculty was that they would like the library open after school for a longer period of time. Having the library open for longer hours after school shouldn't be any problem — if I can develop my schizophrenic personality to its limits. One half of me, can pursue the professional dimentions of library work, such as reviewing journals, ordering both print and non-print materials, plus audiovisual equipment, keep the periodical ordering to date, typing catalog and shelf-lists, having story hour classes, prepare mini-courses for students on the use of the library, training both volunteer mothers and student aides as library assistants, while my other personality disintegrates in an attempt to keep up with lost, or misplaced cards, books, broken cassettes, scratched records, missing reference materials, overdue fines, unwatered plants, and other myriad seemingly insignificant memorabilia that erodes a day in the life of a school librarian.

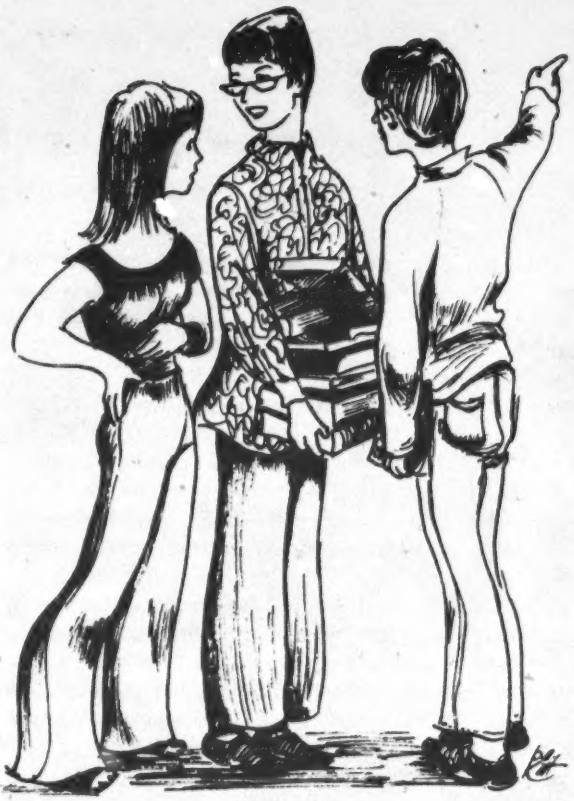


Illustration by Betty Kott.

No, having the library open longer wouldn't be a problem, if I can keep both personalities operating at optimum level and remember which one is doing which task.

So, I have come full circle with my mental meanderings and realize that my book, *Magic or Madness*, lies unobtrusively before me. Maybe, within these pages I will discover some insights into my dilemma. This thought reinforces my belief that I am fortunate to be a school librarian. I have access to such intriguing information — now if I only can remember which personality has time to read it!

the public library problems and promises

david l. reich
chief librarian
the chicago public library

There are so many ways one could go with the topic, "The Public Library: Problems and Promises," depending on how one might capitalize words in it. For example, is it *the* public library, which I would take to mean *The Chicago Public Library*, or is it the *public* library, that is, the public as opposed to the school or the academic or the special library? I do quite a bit of talking about The Chicago Public Library, as you might imagine — I even have several prepared talks I could have pulled out. I also have an introduction to other talks I have given in may career that has to do with the efforts of library science students, in the course of their studies, to define the "public library." One thing is certain; it takes more than a few words to tell what a public library is — or what it should be. I was recently put to the test when I was taping for the *Today in Chicago* television show when Jerry Bishop asked me why we need a library in Chicago at all — you may observe my attempt to get out of that awkward situation on Channel 5 at 6:30 this Wednesday morning.

Of course I could tell you what I believe the public library is: a free, public institution, free library services, etc., but I suspect that you have all heard quite enough of the professional jargon to know by heart all the people-oriented, community-related, information-centered, intellectually-free talk, and you do not need to get a state-of-the-art message from me. I will share with you a statement made by Lillian Bradshaw, Director of the Dallas Public Library and Past-President of the American Library Association, in the foreword of a book with which I had some intimate connection; she wrote: "Generations of people in the United States have expanded their intellectual horizons and extended their social and economic potentials through the resources of an institution often unknown and seldom equalled in other countries, the free public library."[1] Isn't that a wonderfully safe statement? It does not say, "Millions of people . . ." or even "Hundreds-of-thousands of people . . ."; it just says "Generations of people . . ." It is true, of course, that people have been using public libraries since they first became a reality in this country for the reasons Lillian Bradshaw listed *and* for leisure reading — and these days listening and viewing. It is also true that, in relation to the total population — and all the generations of Americans — precious few have discovered their public library. Or their school or college library, for that matter.

I want to read two paragraphs from Pat Frank's *Alas, Babylon* to you, partly because it makes me appear very much the literary type to read something I remember having read sometime in the past, but most of all because it has something important to say about the importance of the public library. Those of you who are familiar with *Alas, Babylon* will recall that it is a novel that has to do with the almost total destruction of the United States and Russia by a war of H-Bombs. The setting is Central Florida, and I suppose that one of the reasons I have enjoyed this book so much each time I have read it is because Pat Frank wrote about my hometown, and, even though he attempted to fictionalize some places, I know exactly where all the events in the book take place. There is in the fictional town of Fort Repose, a small public library with its spinster librarian, Alice Cooksey. The time of these few paragraphs is several months following the holocaust. And, I read:

> It was a surprise, and a delight, to see children devour books. Without ever knowing it, they were receiving an education. Alice would never admit it aloud, but for the first time in her thirty years as librarian of Fort Repose she felt fulfilled, even important.
>
> It had not been easy or remunerative to persist as librarian in Fort Repose. She recalled how every year for eight years the town council had turned down her annual request for air conditioning. An expense frill, they'd said. But without air conditioning, how could a library compete? Drugstores, bars, restaurants, movies, the St. Johns Country Club in San Marco, the lobby of the Riverside Inn, theaters and most homes, were air conditioned. You couldn't expect people to sit in a hot library during the humid Florida summer, which began in April and didn't end until October, when they could be sitting in an air-conditioned living room cooly and painlessly absorbing visual pablum on television. Alice had installed a Coke machine and begged old electric fans but it had been a losing battle.
>
> In thirty years her book budget had been raised ten percent, but the cost of books had doubled. Her

*Speech presented on March 1, 1976, at the Library Guild's Lecture Series of the Chicago State University Department of Library Science.

1. Lillian M. Bradshaw, "Foreword", in *The Public Library in Non-Traditional Education* by Joan S. Brooks and David L. Reich (Homewood, Illinois: ETC Publications, 1974), p. vii.

magazine budget was unchanged, but the cost of magazines had tripled. So while Fort Repose grew in population, book borrowings dwindled. There had been so many new distractions, drive-in theaters, dashing off to springs and beaches over the weekends, the mass hypnosis of the young every evening, and finally the craze for boating and waterskiing. Now all this was ended. All entertainment, all amusements, all escape, all information again centered in the library. The fact that the library had no air conditioning made no difference now. There were not enough chairs to accommodate her readers. They sat on the front steps, in the windows, on the floor with backs against walls or stacks. They read everything, even the classics. And the children came to her, when they were free of their chores and she guided them. And there was useful research to do. Randy and Doctor Gunn didn't know it, but as a result of her research they might eat better thereafter. It was strange, she thought, pedaling steadily, that it should require a holocaust to make her own life worth living.[2]

And, we might add, that it should require a holocaust to make people aware of the library.

You have, perhaps, read in the news media or heard it said, especially among librarians, that libraries have been enjoying increased usage the past couple years. That increase is attributed to the unemployment; that is, people who are out of work come to the library. We are not quite sure why they come to the library, but we like to think that they come to learn — to prepare themselves for and to get information about other work opportunities. Surely some of them come to pursue non-work-related reading interests because they suddenly have time to do so. And, inflation tends to make the library a more attractive place for entertainment; when other forms of entertainment beginning to cost too much, people turn to the library. A suburban library director told me just two weeks ago that he has noticed families coming into his library in recent months, and he is convinced that it is because other activities are too expensive for them. So like Alice Cooksey, because of conditions, people are discovering — or, perhaps, rediscovering — the library.

This does present a dilemma however. As costs go up, the library faces the dangers of and problems with escalation, too. As Alice noticed the continuing increase in the cost of books and periodical subscriptions in the library at Fort Repose, so do all libraries today. Clearly the biggest problem with the public library today — and that includes The Chicago Public Library — is a financial one. At a time when libraries are enjoying increased usage — and facing increased demands for services — we are less able to respond because we are working with tight, often inadequate, budgets. In some cities — New York, Newark, Philadelphia — you have read about them — the financial situation is so bad that the libraries have practically faced sudden death. Even in the city of Dallas, which a few years ago could brag that it was not facing the sort of financial difficulties the older cities were struggling with, the public library is forced now to open new branches without additional staff; and, if you take staff members from several branches to create a staff for a new branch, the other branches suffer. In Philadelphia, where the money situation is compounded by the political situation, the library has been forced to build new branches to satisfy some political influences when, at the same time, there are large branches where there are no professional librarians at all.

At the Chicago Public Library we faced a real financial crisis last year. Surely you all heard about our freeze on hiring last year and our slow down on buying new books from June to November. This year the Mayor gave the library an increase in its millage, but, with the continued escalation of costs for utilities, paper, and other supplies — not to mention books and periodicals — we will be lucky to get through this year without facing some difficulties again. We are short-staffed throughout the system, and we have eleven small branches — so small that they used to be called subbranches — that do not have a professional librarian in them at all.

I wish I could tell you that the money problem will be solved next year, or the year-after-next, or sometime. In Chicago we are fortunate because our Mayor is a believer and supporter of the library. The financial situation is the most frequently discussed topic when *urban* librarians, in particular, get together. It seems apparent to me that, if the financial situation does not change for the better for many public libraries before many more years, many libraries will have to face up to it and take some of the terribly unpopular steps some of the large metropolitan libraries have been forced to already, such as reducing hours, closing units, discontinuing certain services. And this is horribly difficult; no library wants to stop developing because of the lack of funds or the anticipation of lack of funds. At CPL we are optimistic, and we continue our planning for the future, feeling some assurance that there is a future, even one without, we pray, a holocaust to bring the library into what-we-believe-to-be its proper important place in our culture and in our existence.

I suspect that the most obvious thing going on at the CPL these days, beside our effort to develop a much-needed strong organizational structure and a good management team, which is rather widely a matter of

2. Pat Frank, *Alas, Babylon* (Philadelphia, Lippincott-Bantam, 1959), pp. 166-7.

knowledge within the profession, is our renovation program with the old Central Library and the development of that building as our Cultural Center. The transformation from the old Central Library to the new Cultural Center has been under way since the groundbreaking for the construction took place in 1974. Last fall most of the units of the Central Library and the management offices moved out of the building to our leased space at 425 North Michigan Avenue — and that is another story — and the construction really got under way. At the same time, the effort to provide daily programs and frequent quality exhibits was increased, and we have enjoyed an increase in the attendance at both exhibits and programs in recent months. Included in the Cultural Center will be a greatly enlarged Popular Library; the Audiovisual Center with an enormous increase in space that will ultimately include a screening room, wet carrells, and facilities for the individual viewing of films; a Children's Cultural Center that will replace the terribly crowded Thomas Hughes Room and its current tempora / space; vastly enlarged Art and Music areas that wi include practice rooms with pianos; an exhibit hall and several other exhibit spaces; a beautifully designed theatre in what is now the GAR auditorium; several meeting rooms and classrooms; a new staff room and lounge; all new restrooms for both staff and patrons; a Civic Reception Room in the area that used to be the Humanities Department (and where the ILA Bicentennial Bash opened last December, if you were there) that will comfortably accommodate 1,000 people for a stand-up reception and 500 people for a sit-down dinner; attractive open spaces, carpeting, new tinted windows, air conditioning throughout, and handsome ramps that will make it possible to walk from floor to floor across the building. It will be quite magnificent. And, it is being paid for by the city.

I must mention 425 North Michigan Avenue — or, as the new media have preferred to call it, the "warehouse." You may know that building as the Mandel Building or the Mandel-Lear Building, which, incidentally, is where *Encyclopaedia Britannica* is headquartered. The CPL has all of the 11th floor, all of the 12th floor, something over half of the 13th floor, and about a third of the Plaza level. The 13th floor houses the administrative and management offices, including the Library's Business Office, the computer room, the Public Relations Office, Display and Graphics, the Board Room and Board Office, a professional library, and staff facilities including a lunch room, a lounge, a sick room for women and a sick room for men. Also on the 13th floor are offices of the Illinois Regional Library Council. The 12th floor is our public services area; it includes the divisions of the Central Library, except for Fine Arts, which remained in the Cultural Center, temporarily, at least. The 11th floor has the closed stacks, book selection, technical processes, and some offices of some systemwide service units. On the Plaza level we have Shipping and Receiving, printing and duplicating, supplies, storage for furniture and equipment, and a temporary special collections room and work area. The spaces are leased from three different lessors, including the building itself as one of those, and the leases range from three years to five years. We seem to suspect that we will be in the Temporary Central Library, as we call it, for some years — until we have a new Central Reference/Research Library into which we can move. We don't know when we will have a new building.

Despite the bad publicity we have received for being in the "warehouse" and despite our own concerns that our patrons might not find us, we have had as many as 2,000 people a day at 425. The space is, actually, quite nice — not bad? — and air conditioned. We think that the public is not unhappy with the facilities even though we actually want them to be a bit unhappy so that the expression of need for a new Central Library building comes from the citizens rather than just from the board and the staff of the library.

Another important development at The Chicago Public Library is the program to create Regional Library Centers throughout the city. The first one, the Carter G. Woodson Regional Library Center, at 95th and Halsted, celebrated its grand opening last December. It is a very fine building that cost so much — and does cost so much to operate because of its size (I mean in terms of staff, collections, and utilities) — that it does cause me to wonder how quickly we can proceed with that program. You may remember — and I suspect many of you remember the Martin report of The CPL — that Lowell Martin recommended ten Regional Library Centers for Chicago. The board has already pulled back somewhat from that; we are now talking about six, perhaps. There is a possibility of our obtaining the library on the old campus of the McCormick Theological Seminary at Lincoln and Fullerton, and a couple other streets that come together at that, one of Chicago's several crazy intersections. If the city does secure that library for us, it would be at a great savings over what it would cost to build a second Regional Library Center. And, the library there is the perfect size for our needs and is only eleven or twelve years old. Of course, I do not know where the staff will come from, but — this is a case of our not letting our current fiscal problems hold us back from moving forward.

There are many other things under way at CPL — and at other public libraries — which indicate that public libraries are, as they have always been, dynamic institutions. We would all hope, surely, that we would never be in the position that Alice Cooksey and the Fort Repose Public Library found themselves, that there

should have to be a disaster to awaken people to the value of the public library. I think, nonetheless, that the message Alice Cooksey has for us can be considered both a *problem* and a *promise*. It is the job of the public librarian to face up to and, hopefully, overcome the *problem* and provide the readiness and the setting for the actuation of the *promise*.

the school media center a teachers' and students' paradise! is it really?

sister mary carmelle brzezinski, cssf.
st. turibius school media center
chicago, illinois

Since the passing of the Elementary and Secondary Act of 1965, commonly referred to as Title II, Elementary Schools both public and private have established centralized libraries with the use of government funds and increased local budgets. These centralized libraries have, in the '70s, given way to media centers housing both print and non-print materials.

The media center has inherent features that appeal to all ages of students. Students who would not ordinarily come to a "book only" library of their own volition become media center "regulars." The M.C. can afford students the independence and privacy which some crave.

The problem of continuing to extend and diversify educational opportunity, especially as related to the freedom of each student to learn in his own way, maximizes the need for a diversity of ideas in a variety of formats and at many levels in school media centers. Therefore the focus of the media program should be creative learning with stress on individualization and independent thinking.

These media centers may operate in the following ways:

1. All instructional materials are ordered, processed, catalogued, and housed in the center. (Print and non-print are interfiled on the same shelf.)
2. All materials are circulated for use either to faculty or students for appropriate periods of time. Certain materials which may serve as a basis of instruction in a given subject are signed out for extended loan periods.
3. The media center provides a record (the card catalog) of all the materials print and non-print.
4. The librarian is available at all times to assist students and faculty in locating information and materials.
5. The librarian provides all students and faculty organized instruction in the use of facilities and materials.
6. The librarian is available to work with the faculty in ordering and producing materials and compiling bibliographies.

If the above is true, the M.C. is a paradise for both the faculty and the student body of the school. Is it really?

Stop now for a minute and evaluate the above six procedures. The first three are already in existence in many schools. There is an agreement among modern educators that media centers are essential to establish a progressive learning situation in a school. They also agree that a room filled with material is useless if someone does not organize the collection in an intelligible and workable manner. The media centers have professionals heading them. (Sometimes more help is needed.)

In the last three procedures it is implied that both the faculty and students have easy access to all materials. Are they using the material effectively? Or has the films, film loops, filmstrips, slides, transparencies, types, cassettes, study prints, etc., been taken out of classrooms, closets, and storage rooms, cataloged and shelved only to have them collect dust? Does the average student and faculty member know where and how to find the necessary materials to enliven a lesson? Is the M.C. a threat to the clientele because of a lack of knowledge on its correct use? Are the established media centers becoming mystery centers? If so, it is

now the task of the professional — the librarian, media specialist, media person, audiovisual specialist, etc., to provide solutions to the above questions.

First the Faculty Member

The media person should play an important role in providing information for the teacher. This can not be done with a "stand-off" or "superior" attitude. The teacher must feel free to ask for assistance in selecting materials. Approaching a teacher with, "Can you use this material?" or "This just came in. I thought you would like to evaluate it" is readily expected by most.

In-service workshops and orientation days in the M.C. are excellent, but ineffective if now followed with service throughout the year. The media person should be a doorway, a knowledgeable doorway to all kinds of experiences that can help the teacher improve the quality of classroom instruction.

Give teachers browsing time in the M.C. Send notes as "Come and see. . ." rather than send the material to the classrooms. Catalogs or long lists of new materials available in the M.C. often get filed away and are of little use.

Beside informal meetings throughout the year the media person should provide facilities for teachers to evaluate and select the latest published and produced materials. Catalogs of the different audiovisual materials should be readily accessable. Prior to purchase, non-print material can be previewed by the teachers to assess its value to the educational program.

The media program can also be helpful in the production of some instructional materials. If there is no time, as in most cases the least that can be done is to provide the necessary materials for the production of transpariencies, slides, etc. For example, an opaque projector can be permanently set up for teachers to enlarge maps, diagrams, cartoons, etc., for classroom use.

Service to the Students

The M.C. many times can serve as a relief valve for a student. Students should be able to come into the M.C. from classes or homeroom with a pass and before and/or after school. After school hours could provide the student a place to study and to prepare homework assignments as well as to further the opportunity to browse, to utilize library resources, to develop special projects, and to pursue individual interest and hobbies.

In order for a student to effectively use the M.C. the following should be taught:

1. The difference between a "library" and a media center and the use for which the M.C. is intended.
2. The general layout of the M.C. (where everything is located.)
3. The use of the card catalog and the arrangement of the Dewey Decimal classification. (Library of Congress classification if used.)
4. The use of code on the catalog card to designate the different types of audiovisual materials housed in the M.C.
5. The use of reference books. With emphasis being placed on the individualization of instruction and on the encouragement of independent study.
6. The use of *Reader's Guide* or other indexes to periodical literature.
7. The use and manipulation of equipment necessary to use materials found in the M.C.

The effective media person knows how to internalize all these procedures and display a love for what she/he is leading the student to whether it's in the arts, in the sciences, etc. The media person is like a third person outside the classroom who is concerned about the teacher's special interests in performing the task of teaching.

In conclusion, the necessary ingredients for good service in a media center can be summed up as: administrators with vision, creative teachers, a dedicated media person, receptive students, all supported by a school board willing to contribute to quality education.